FULL APPLICATION COVER PAGE

Last updated: 03/13/2018

PROPOSED CHARTER SCHOOL NAME: Richmond Preparatory Charter School

1.My applicant group is best described as: 1) *a new operator* applying to establish a new charter school or 2) *an existing BOR-authorized education corporation*/*management company seeking to replicate or add to a network* of existing charter schools?

Existing BOR Ed Corp/CMO or EMO/Network Seeking to Replicate or Add to Network of Schools

1a. What is the name of the existing education corporation, CMO/EMO or Network?	Integration Charter Schools

1b. If applicable, please name the schools being replicated and/or operated by the existing education corp, management organization, or network?

1.	(No response)
2.	(No response)
3.	(No response)
4.	(No response)
5.	(No response)
6.	(No response)
7.	(No response)
8.	(No response)
9.	(No response)
10.	(No response)

2. If applicable, what is (are) the name(s) of the proposed Partner Organization(s)?	N/A

3. Proposed Board Chair and Public Contact information

	Proposed Board Chair Name	Email Address	Phone Number
	Deborah Miller	[redacted]	

	Public Contact Name		
	Dana Volini		

4. District/Community School District of Location

	Preferred District/CSD	2nd Choice	3rd Choice
	CSD 31 (Staten Island)	N/A	CSD 31 (Staten Island)

5. Charter schools authorized by the Board of Regents in June or November 2018 should plan to open for instruction in 2019. If issued a charter, the initial 5 year charter term begins on the first day the school opens for instruction and ends on June 30, 2024 of 5th year of operation.

Start date of initial term (1st day of school) 09/01/2019

End date of initial charter term

06/30/2024

6. Projected Enrollment Table Over the Charter Term

(Leave unused cells blank)

	Ages	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
1st						
2nd						
3rd						
4th						
5th						
6th	10-12	108	108	108	108	108
7th	11-13		97	97	97	97
8th	12-14			87	87	87
9th	13-15				52	52
10th	14-16					47
11th						
12th						
Ungraded						
Total		108.0	205.0	292.0	344.0	391.0

7. Mission Statement

A school’s mission statement provides the foundation for the entire charter application and for the full term of the school’s charter. All elements of the school design should align with and support achievement of the proposed mission. Schools must also determine how they will evaluate and be held accountable for achievement of their mission. Schools must present the goals they intend to use to measure student achievement, the overall educational program, and the key components of the school design in alignment with the mission.

Mission Statement: Richmond Preparatory Charter School (RPCS) will provide a rigorous college preparatory education that equips and empowers students for success. RPCS will expect all students to graduate with a foundation to attend college and succeed in life. RPCS will welcome all students, especially those on the spectrum, and integrate all students in its classes and activities. Full integration of students will enable them to break down barriers throughout their daily academic and social experience and develop the academic skills, emotional fluency, and confidence required to be successful students today and thoughtful, open-minded leaders tomorrow. The exact breakdown of the student population will follow the 60/40 model of 60% general education students and 40% those with IEPs, particularly with autism spectrum disorder (ASD) diagnoses.

Richmond Preparatory Charter School will provide a fully integrated learning environment in which all students, including those with disabilities, prepare for college. An emphasis on computer science will enable all students to acquire critical 21st century skills. In addition to a rigorous college preparatory program, all RPCS middle school students will take introductory courses in computer hardware, programming, game design and animation. Other key school design ingredients include:

- *Small Classes* with an average of 18 students in a class;
- *Rich staffing* including a teacher (generally certified in both special education and academic content area) and teacher assistant in every class, supported by a team of Behavioral Health specialists; in-house Speech Language Pathologist and Director of Training and Evaluation;
- *Challenging academic curricula and high expectations* emphasizing college and career readiness for all students including those on the Autism Spectrum;
- *Computer Assisted Instruction* which includes specific learning activities prescribed for students, based on assessment of their skill needs by teachers who will guide the delivery of instruction and assignments;
- *Wellness Curriculum* to equip students with the tools that enable them to effectively manage and communicate the challenges that confront them in their lives, while providing researched based methods to improve the social, pragmatic and coping skills of all students, including those on the Autism Spectrum;
- *An innovative Computer Science Curriculum* designed to provide students with hands on, technical learning to develop talents, passions and discover possible career paths while connecting to core curricular areas and strengthening problem solving skills.
- *Visual and Performing Arts Curriculum to* enrich learning in core curricular areas, promote self-expression, build self-esteem, and develop talents through a computer science focus.
- *Collegial Summer Experience at Wagner College* for all rising seniors provides an immersive college living experience
- *College of Staten Island peer mentoring program to support students in college preparation.*

This design allows us to set high goals for our first five years:

- RPCS will meet or exceed local, state and national standards for academic performance and will hold students with disabilities to the same standards of success as their non-disabled peers.
- 40% of 6-8th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the New York State ELA and Math exams.
- 75% of high school students who have been enrolled at the school for at least two consecutive years will pass 3 of the New York State Regents exams by the end of grade 10.

2016 data shows that there are 20,450 students in New York City on the Autism Spectrum, with 17,015 of them enrolled in a district or charter school. Currently the NYC DOE, in addition to traditional self-contained classes, provides Nest and Horizon programs designed to provide individualized support to students on the Autism Spectrum with a focus on strengthening interpersonal skills and academics. As of 2015 these NYC DOE programs served 1,300 **children**

with Autism throughout the 5 boroughs. With an estimated 1.1 million students within the NYC public school system, there are roughly 10,000 students without needed services. On Staten Island, which has the highest percentage of special needs students in the city, the need for increased services is profound.

Additionally, The College of Staten Island (CSI) serves more students with disabilities than any other CUNY college. CSI currently has over 80 students on the Autism Spectrum who have identified themselves to the college's Accessibility Office. CSI is committed to working with RPCS to develop a mentoring program in which CSI students on the Spectrum work with RPCS students to prepare for college. And as rising seniors, all RPCS students will spend the summer at Wagner College, living in a college dormitory and taking college courses. This introduction to the college living experience will enable all students but especially those on the Spectrum, to better prepare for college and to with their families, make more informed decisions about college and career.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name:	Richmond Preparatory Charter School
Proposed School Locations (District):	District 31
Name of Exiting Ed. Corporation (If applicable):	None

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."[15]

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 required to

[15] N.Y. Education Law § 2854(2)(a)

determine if the charter school is making satisfactory progress toward achieving the objectives described in this application; [16]

- 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;[17] 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.[18]
- That 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 §§2854(2)(t), 219 and 220 and any Closing Procedures specified by NYSED.

I, *Deborah Miller*, hereby certify that the information submitted in this Full Application to establish *Richmond Preparatory 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: Deborah Miller
Date: March 13, 2018

[16] 20 USC § 7221b(b)(3)(J)
[17] 20 USC § 7221b (b)(3)(K)
[18] 20 USC § 7221b (b)(3)(N)

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I. Mission, Key Design Elements, Enrollment and Community

A. Mission Statement, Objectives and Goals

Richmond Preparatory Charter School (RPCS) will provide a rigorous college preparatory education that equips and empowers students for success. RPCS will expect all students to graduate with a foundation to attend college and succeed in life. RPCS will welcome all students, especially those on the autism spectrum, and integrate all students in its classes and activities. Full integration of students will enable them to break down barriers throughout their daily academic and social experience and develop the academic skills, emotional fluency, and confidence required to be successful students today and thoughtful, open-minded leaders tomorrow. The exact breakdown of the student population will follow the 60/40 model of 60% general education students and 40% those with IEPs, particularly with autism spectrum disorder (ASD) diagnoses.

RPCS is committed to preparing all students for college admission and career readiness. We have, therefore established very high standards for our students both with respect to the courses as well as State Exams and Regents Exams which they are expected to complete. At the same, we recognize that some students enter RPCS poorly prepared academically. We will use a variety of programs in Literacy and Mathematics to meet the needs of students who are two or more years below grade level. For grades 6 - 8, RPCS will use Standardized Statewide Assessments to measure progress, as well as nationally normed tests such as Scantron's EdPerformance Series. In high school, RPCS will rely on Regents Examinations as well as credits earned to measure progress toward college and career readiness. RPCS will maintain a Responsive Educational Program and Environment that will be reflected in average daily attendance, student retention, and parent and student satisfaction. In addition to core academic courses, RPCS will also provide a Computer Science curriculum sequence that will enable students to expand upon technological interests and skills for possible career readiness while at the same time strengthening logical thinking and problem-solving skills.

In alignment with our mission, RPCS will be committed to preparing all students for college admission. RPCS anticipates a diverse student body including 60% general education students and 40% students with IEPs, particularly with Autism Spectrum Disorder (ASD) diagnoses.

Goals for Student Achievement	**Chosen Methods and Timeline for Evaluation**
RPCS will meet or exceed local, state and national standards for academic performance and will hold students with disabilities to the same standards of success as their non-disabled peers.	NYS Exams ELA/MATH/SCIENCE and NYS Regents Exams; annually

40% of 6-8th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the New York State ELA and Math exams	NYS Exams; annually
75% of high school students will pass 3 of the New York State Regents exams by the end of grade 10	NYS Regents Exams; annually

In setting these goals, we recognize that we are setting the bar for RPCS very high. We believe that it is by striving for the highest level of achievement that we can effectively serve our students and create a transformative model of education for our community. As we approach these lofty goals, we expect to demonstrate year-to-year progress. Aside from these formal, annual measures of proficiency and progress towards goals, ongoing assessment of student achievement and performance levels will be embedded throughout our curriculum and instruction, as outlined in *Section 2: Educational Plan*.

The school will monitor the progress toward meeting the achievement goals and assessment results, as well as the Charter School Office Performance Framework Benchmarks, within a variety of staff forums including weekly subject coaches meetings and data evaluation meetings as well as through weekly ICS Management Meetings and in Trustee forums including bi-monthly Education and Accountability Committee meetings and through Committee reports to the full ICS Board. Monthly Professional Development sessions will often focus on examining data and progress towards our achievement goals and improving achievement through instruction, and yearly progress reports. Action items will be established.

B. Key Design Elements

The RPCS educational program is, first of all, designed to provide the highest quality college preparatory program to all students. To this model is added those ingredients, which many enable students living with ASD and other disabilities to be fully integrated in the RPCS program. The fundamental premise that the needs of students living with ASD and other disabilities can be met within a fully integrated environment guides the development of RPCS, while also acknowledging that RPCS is not a school for all students with ASD. Instead, it is a college preparatory program that will welcome and integrate students with ASD. RPCS proposes to fill a large gap in services in students with, however it will not be possible to meet the needs of the entire population.

All students, particularly those with ASD within an integrated setting have unique needs. To meet these needs of this target population, it is imperative to foster **social and technical skills** in our students to encourage and modify behaviors, provide multiple opportunities to **gain insight**

into the impact of their behaviors on others, and provide consistent opportunities to increase **confidence** and a sense of personal efficacy.

RPCS recognizes that students with ASD diagnoses have two key deficits in their interpersonal skills - insufficient understanding of the impact their behaviors has on others and faulty perception of events and relationships in their lives. With an understanding and awareness of these two key struggles, curriculum design will ensure that materials, assignments, and discussions provide ample opportunity to dig deeper and explore these two skills throughout learning. These are core skills for everyone, particularly adolescents, but especially for students with diagnoses. [1]

Elements which will make RPCS an outstanding college prep program include:

- *Small Classes* with a maximum of 18 students in a class;
- *Rich staffing* including a teacher (generally certified in both special education and academic content area) and teacher assistant in every class, supported by a team of Behavioral Health specialists; in-house Speech Language Pathologist and Director of Training and Evaluation;
- *Challenging academic curricula and high expectations* emphasizing college and career readiness for all students including those with ASD;
- *Computer Assisted Instruction* which includes specific learning activities prescribed for students, based on assessment of their skill needs by teachers who will guide the delivery of instruction and assignments;[2]
- *Wellness Curriculum* to equip students with the tools that enable them to effectively manage the challenges that confront them in their lives, while providing research-based methods to improve the social, pragmatic and coping skills of all students, including those on the autism Spectrum;[3]
- *An innovative Computer Science Curriculum* designed to provide students with hands on, technical learning to develop talents, passions and discover possible career paths while connecting to core curricular areas and strengthening problem-solving skills.[4]

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[1] Joanne Gerenser - personal communication 2/7/17

[2] The effectiveness of computer-assisted instruction(CAI) on student achievement, especially in mathematics, is well documented. (See John Ash, Tennessee State University, 2005, "The effects of computer-assisted instruction in middle school mathematics achievement") and (Nicholas McDonald et al, "Computer-Assisted Middle School Remediation Intervention: An Outcome Study," Buhl Middle School, Idaho, 2005) Several studies of CAI for special education students have also demonstrated its effectiveness with emotional and behavioral disabilities. (Bernard—Opitz et al, "Enhancing social problem-solving in children with autism and normal children through Computer-Assisted Instruction," Journal of autism and Developmental Disorders, 31—377-384, 2001) (Blischak et al, "Use of technology to support independent spelling by students with autism," Topics in Language Disorders, 23—293-304, 2003) (L Duhaney and D. Duhaney, "Assistive Technology: Meeting the Needs of Learners with Disabilities," International Journal of Instructional Media, Vol. 27, 2000) The latter study cites the success of computer instructional software in learning mathematics and writing skills by students with learning and behavioral disabilities.

[3] 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.).

[4] "For Teens with autism, Computer Science Creates Opportunity." TEALS, 29 Mar. 2017, www.tealsk12.org/2017/03/09/for-teens-with-autism-and-computer-science-create-opportnity/.

- *Visual and Performing Arts Curriculum to* enrich learning in core curricular areas, promote self-expression, build self-esteem, and develop talents through a computer science focus.
- *Collegial Summer Experience at Wagner College* for all rising seniors provides an immersive college living experience
- *College of Staten Island peer mentoring program to support students in college preparation. This will include a mentoring program in which CSI students on the spectrum work with RPCS students to better prepare for college*

Elements which will enable RPCS to fully integrate students living with ASD and which will enhance the education of all students include dually certified teachers and teacher assistants; computer assisted instruction; a research based behavioral management system, mental health services provided by collaborating community-based providers, and strong behavioral support team. Founding RPCS staff will include a highly qualified and credentialed Director of Training and Evaluation who, as part of school management, will direct staff development initiatives focused on the unique needs of students with ASD and how the school can meet those needs. The Director will work collaboratively with the Principal to oversee the Professional Development Program, and to handle student behavioral struggles, presentations and disciplinary needs. Founding RPCS staff will also include a full-time Speech and Language Pathologist (SLP), and a full-time Counselor who will work collaboratively with students on strengthening pragmatic language, appropriate modes of articulation of thoughts and feelings, and developing an awareness of the implications of their actions and behaviors on those around them. Pragmatic language and social pragmatics will be an area of focus for the Speech and Language Pathologist's work, as it is often a core challenge area for students with ASD. They will also work with teachers on evaluating instructional plans and delivery, to maximize impact and differentiation, while the Counselor will be responsible for crisis interventions, skills teaching, and working with families and providing resources. Collaboration between the Speech and Language Pathologist and the full-time counselor, as well as all instructional staff, is imperative. While they can provide the initial strategies and skills, he/she should not be the sole implementer.[5] Thus, RPCS will feature consistent collaboration between the Speech and Language Pathologist and faculty. The development of pragmatic supports will be embedded throughout the school within the established supports framework.

The RPCS approach is born from the firm belief that everyone can succeed, and that neither mental, social or physical disorders or diagnoses nor other structural or societal disadvantaging factors, for example gender, race, sexual orientation, or poverty, can or should stand in the way of academic success and productive, fulfilling lives. The structure of RPCS is designed to reinforce this idea. Students will learn in small classes with both a teacher and a teacher assistant. Without regard to disability, all students will follow the same academic program; and all are expected to succeed in high school and to be prepared to go on to college. Teachers will recognize and accommodate diverse learning styles and strengths, offer multiple means of representing content, and provide students with multiple means of expressing their mastery of that content. Content learning is supported by explicit instruction in skills and strategies. By utilizing Constructivist Pedagogy, RPCS faculty will enable students to understand their

[5] Vicker, Beverly. "Meeting the Challenge of Social Pragmatics with Students on the autism Spectrum." Indiana Resource Center for autism, www.autismsupportnetwork.com/news/meeting-challenge-social-pragmatics-students-autism-spectrum-887512.

individual learning style and to maximize their strengths. Serving primarily 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 learners, aware of their own learning styles and capable of collaborative problem solving. Students requiring related services such as speech-language therapy or occupational therapy will receive them within the classroom whenever appropriate.

C. Community and Students to be Served

In 2016, the Center for Disease Control's autism and Developmental Disabilities Monitoring (ADDM) reported 1 in 68 children in the US have been diagnosed with autism Spectrum Disorder (ASD). This calculation shows an approximate 30 percent increase from the 2012 data that identified 1 in 88.[6] According to the CDC, the incidence of autism in the US is currently 1 in 42 among boys, and 1 in 189 among girls. [7] IN 2016, there were 20,450 students in New York City on the autism spectrum, with 17,015 of them enrolled in a district or charter school. [8] Currently the NYC DOE, in addition to traditional self-contained classes, provides Nest and Horizon programs[9] designed to provide individualized support to students on the autism spectrum with a focus on strengthening interpersonal skills and academics. As of 2015 these NYC DOE programs served 1,300 **children with autism throughout the 5 boroughs.** [10] Conservatively estimated, there are roughly 10,000 students on the spectrum without needed services. On Staten Island, which has the highest percentage of students with special needs students in the city,[11] the need for increased services is profound.

As students on the spectrum move from elementary to middle to high school, their needs are increasingly unmet by the public schools and many do not have post-high school success. A study in the Journal Pediatrics found that "about 50,000 teenagers with [an ASD] diagnosis turn 18 each year, and 34.7 percent attend college. Without support, though, few graduates."[12] As

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[6] How Common is autism? – autism Science Foundation. (n.d.). Retrieved December 06, 2016, from http://autismsciencefoundation.org/what-is-autism/how-common-is-autism/

[7] Austin, Robert D., and Gary P Pisano. "Neurodiversity As A Competitive Advantage." *Harvard Business Review*, May 2017, pp. 97-103.

[8]Shapiro, Eliza. "A Charter School Models How the City Can Educate Autistic Children." *Politico* PRO, 30 Oct. 2017, www.politico.com/states/new-york/city-hall/story/2017/1030/in-harlem-and-the-bronx-a-charter-school-models-how-the-city-can-educate-autistic-children-115314.

[9] Nest and Horizon programs are two special education programs that serve some students with ASD whom have IEPs. They both have application based admittance and strong criteria for accepted students. http://schools.nyc.gov/NR/rdonlyres/DD51680F-EA30-469A-9C9B-52DD8854A1E6/0/ASDProgramInfoforFamilies_102315.pdf

[10] News and Speeches. *"Chancellor Fariña Announces Expansion of ASD Nest and Horizon Programs – 2014-2015 – New York City Department of Education*. NYC.gov, n.d. Web. 07 Dec. 2016.

[11] http://www.silive.com/news/index.ssf/2014/11/more_staten_island_students_re.html

[12] Hoffman, J. (2016, November 19). Along the autism Spectrum, a Path Through Campus Life. *The New York TImes*. Retrieved December 5, 2016, from http://www.nytimes.com/2016/11/20/health/autism-spectrum-college.html?smprod=nytcore-ipad&smid=nytcore-ipad-share

students with ASD enter adolescence and adulthood, their struggles are increasingly less supported. RPCS proposes to meet these needs early in life, provide the necessary identified supports as students grow, and continually expose students to "real world" scenarios and situations through experiential learning, aiming to bridge the gap and increase post-high school success. For all students, especially for students on the autism spectrum, academic readiness is only one component of college and career readiness. For this reason, RPCS will provide students with a series of supplemental school year and summer experiences, including real world opportunities to acquire the skills essential for success beyond high school graduation. Key to the school's plan to provide supports to ASD students is collaboration with Staten Island's institutions of higher education. The College of Staten Island (CSI) serves more students with disabilities than any other CUNY college. In fact, CSI currently has over 80 students on the autism spectrum who have identified themselves to the college's Accessibility Office. CSI is committed to working with RPCS to develop a mentoring program in which CSI students on the spectrum work with RPCS students to prepare for college. And as rising seniors, all RPCS students will spend the summer at Wagner College, living in a college dormitory and taking college courses. This introduction to the college living experience will enable all students but especially those on the spectrum, to better prepare for college and make more informed decisions about college and career with their families.

Location

RPCS 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 pockets 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.[13] Students from these disadvantaged neighborhoods are more likely to have dropped out of high school or to be at risk of dropping out. As described above, despite other Staten Island high schools offering select opportunities for students with autism there is not currently an integrated school for students with autism within District 31.

RPCS proposes to utilize a weighted lottery with the goal of serving a student population in which at least 40% of its incoming students have Individualized Education Plans, many with a diagnosis of ASD. If this goal is not reached, RPCS will seek to amend the charter to institute a tiered lottery such as the one adopted by Lavelle Preparatory Charter School.

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[13] 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 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

See Attachment 2C: Evidence of Community Support.

D. Applicant Group History and Capacity

Integration Charter Schools (ICS) is the education corporation that operates Lavelle Preparatory Charter School (LPCS), New Ventures Charter School (NVCS) and The Lois & Richard Nicotra Early College Charter School (NECCS) and that seeks to operate RPCS. *Table 1a, Applicant Group Information*, also includes the President and Vice President/Director of Operations of ICS as well as the Director of Communications, who served as the lead writer of the RPCS proposal. 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 LPCS, NVCS and NECCS bring with them continuity, institutional knowledge and depth of experience.

The leadership of LPCS, NVCS and NECCS convened the Applicant Troup in response to the growing need for integrated educational experience for students on Staten Island with ASD. The Trustees currently serving on the Board of Trustees of ICS engaged in full discussion of the RPCS proposal throughout its development; in particular, progress toward the RPCS applicant charter was reviewed at monthly Executive Committee meetings and reviewed at monthly meetings of the full Board. 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, autism educational and service providers, and computer science experts. Director of Communications Erin Celletti served as the lead writer of the RPCS proposal. ICS President Kenneth Byalin, Vice President of Operations Dana Volini, Vice President of Career Development and Student Integration Theresa Peterford, and Director of Finance Priyanga Iddamalgoda drafted important sections, as did NECCS Principal Joseph Zaza and LPCS Principal Christopher Zilinski. There were no paid consultants or organizations involved in the development, fiscal planning or writing of the application, with the exception of counsel for ICS who contributed to the writing of select parts of the application.

E. Public Outreach

Over the past decade, members of the Applicant Team have successfully established three charter schools on Staten Island, in the process creating a broad network of individuals and organizations that recognize the important role that integrated charter schools can play.

Planning for RPCS began when the leadership of ICS was approached by Community Resources, a leading Staten Island provider of services to people on the autism Spectrum as well as other developmental disabilities about the possibility of developing a charter school which would serve students diagnosed with ASD. Intrigued by the challenge, the ICS leadership team initiated a series of meetings with other leading providers of services to Staten Islanders on the autism

Spectrum including Eden II and the Accessibility Office of the College of Staten Island. From these meetings there emerged a consensus that a major service gap on Staten Island existed for older, higher functioning students on the autism Spectrum. Further consultation with the NYC DOE district superintendent's office confirmed that current DOE service were more readily available to students with the more severe challenges and to younger students. (Ironically, the most acclaimed of the DOE programs are available to students who are already performing at or above grade level. As a result, many spectrum students whose academic achievement is adversely affected by economic disadvantage are excluded, even at the elementary school level). Broad anecdotal evidence from parents, advocates and providers gathered by members of the planning team confirmed that significant gaps in service existed particularly for students on the spectrum with academic potential to succeed in college. As a result, a tragically high percentage of these students do not succeed in college.

Together, we reached out to a diverse mix of community leaders from local service providers, businesses, and other community-based service organizations, many of whom have participated in the planning process. An email distributing a public announcement flyer was first sent on 1/12/2017 & 2/28/2018 to over 200 community people and business liaisons of ICS requesting their attention and participation.

In order to further estimate broader parent and community interest, an open pilot survey was conducted via the Internet. Over the 107 respondents, 79% said they personally knew of a student residing on Staten Island who they believe would benefit from RPCS' program. Additionally, 96% of all those surveyed believed that RPCS would be a valuable addition to the Staten Island Community, and of the respondents who are parents of a school aged child, 72% said that they would submit an application for their child to attend.

The decision by ICS to proceed with the application for RPC S, however, was made only after the planning team determined that an educational design adapted from LPCS and informed by the experience of NVCS and through the NECCS design process would likely increase the college success rate. Announcements of our intention to apply for a new charter have been posted on the ICS websites along with a link to a survey requesting feedback from the community. Media advertisements have included: Print ads ran in the Staten Island Advance on 1/17/2017 and 2/27/2018 announcing the two Public Meetings held on January 25, 2017 and March 3, 2018 highlighting the intention to apply and request public feedback for the RPCS charter. A parent focus group with Staten Island families of students with ASD was also held on March 1, 2018 that provided valuable insight from the parent and family perspective. Surveys, information sessions, and public open forums have all shown positive support for RPCS.

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. Since RPCS will not open until 2019, we plan to undertake a number of initiatives to further increase parental awareness. Particularly important are outreach initiatives to the non-English-speaking communities of Staten Island that will be undertaken in conjunction with NVCS, LPCS and NECCS to address the general lag in charter school admissions.

See Attachment 2B: Evidence of Public Review Process.

F. Enrollment, Recruitment and Retention

Projected Enrollment Table Over the Charter Term

Grades	**Ages**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
6	10-12	108	108	108	108	108
7	11-13		97	97	97	97
8	12-14			87	87	87
9	13-15				52	52
10	14-16					47
11	15-17					
12	16-18					
Maximum		108	216	324	432	540

Enrollment and Retention Targets

	Enrollment # / %	Retention # / %
Economically Disadvantaged	293.4 / 54.1%	280.5 / 95.6%
Students with Disabilities	189 / 35%	177.5 / 93.9%
English language learners	19.5 / 3.6%	18/ 92.2%

RPCS will undertake a variety of measures to recruit student applicants and to ensure that all eligible Staten Island families are aware of the opportunity to apply. RPCS affirmatively reaches out to families of students with ASD challenges and diagnoses, making clear that their children will be welcome at RPCS, will be fully integrated in the school program, and will be expected to graduate from high school and go onto college at the same rate as their peers without a diagnosis.

RPCS's enrollment plan reflects a conservative approach to growth that places an emphasis on instructional quality and overall operational effectiveness. RPCS will initially admit students in Grade 6.

The school will begin enrolling Grade 6 students in 2019-2020, initially enrolling 108 students in Grade 6. For the 2020-2021 academic year, enrollment in Grades 6 will continue in successive years until rollout is complete in 2025-2026. The number of students in each grade will depend on the number of vacancies that occur. In allowing for attrition, a select number of 7th grade seats will also be offered beginning in Year 2. Allowing for attrition, enrollment is expected to reach 473 in FY26.

Our greatest resource in recruitment is the ever-growing body of parents and former parents who have been served by our growing network of schools. RPCS will utilize multiple outreach methods including direct mailing to eligible candidates through the NYC DOE mailing system. Additional outreach will be conducted through youth- serving agencies and organizations with which LPCS and NVCS have already established collaborative relationships as organizations and resources throughout the borough that work specifically with students on the ASD spectrum. All outreach materials will affirmatively welcome students with disabilities, particularly those on the autism spectrum.

We will build on and thoroughly develop an RCPS website and will utilize social media opportunities, as well as traditional media, to inform the community about all opportunities available at RPCS. These resources will support outreach to all regardless of classification, demographic, and economic standing.

RPCS proposes to utilize a weighted lottery with the goal of serving a student population in which 40% of its incoming students have Individualized Education Plans. If this goal is not reached, RPCS will seek to amend the charter to institute a tiered lottery such as the one adopted by LPCS.

Recognizing that most charter schools have lagged in recruitment of English Language Learners, RPCS will collaborate with LPCS and NVCS in outreach to segments of the Staten Island community with significant populations of English Language Learners. Drawing on the resources of the culturally diverse ICS faculty, 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.

CSD 31 is among the largest and most diverse of NYC's school districts. Both NVCS and LPCS have surpassed district averages in qualifying Free and Reduced Lunch students (FRLP). Outreach materials will be mailed to all eligible students and their families.

As a college prep program serving grades 6 through 12, RPCS will likely face two retention challenges across all sub-groups. First, some parents will initially overestimate their children's capacity to prepare for college. While our first goal is always the success of all RPCS students, when students are misplaced, we will work with families to find an appropriate alternative. Second, in the Staten Island community, where most students change schools for high school, many of our rising 9th graders will choose to do so as well, although we expect the rate of attrition after 8th grade to decrease as the high school program becomes established.

Based on our Universal Design philosophy, RPCS will employ multiple methods to retain all students who are appropriately placed. These include well-staffed small classrooms, clear and consistent communication with students and families, the support of a highly trained Behavioral Health Team, and consistently differentiated lessons. Other crucial elements include a Wellness curriculum targeted to skills for success, a proposed after school program, Saturday enrichment, summer school opportunities, and crisis intervention counseling.

To improve the success of our English-language learners, RPCS expects to work with Abacus Educational Group, an organization committed to serving school districts with the challenges related to educating ELLs, Dual Language Education and Special Education, to develop a comprehensive program of support for ELLs. This includes intensive summer English Language Immersion experiences, universal ELL-friendly classrooms, and classroom push-ins by trained specialists.

RPCS will seek funding from the NYC Department of Youth and Community Development as well as other sources to support after-school and Saturday school programs, providing

educational support outside of school hours for students in need of not only academic enrichment but also community engagement.

In addition to these services, RPCS will offer a family support group, open to all family members of RPCS students, regardless of diagnosis status or any other factors. Under the direction of the Counselor and Speech and Language Pathologist, parents and families will have the opportunity to meet, collaborate, and discuss their experiences both within and outside of the school. Problem solving, educational and parenting strategies, support service options and community outreach efforts will be a focus of the group meetings, with the potential of hosting guest speakers, service providers, family-fun theme events, and more.

See Attachment 1: Admissions Policy and Procedures

G. Programmatic and Fiscal Impact

It is expected that RPCS will have minimal fiscal impact on other public and nonpublic schools in the area. RPCS expects, however, to have a far greater programmatic impact. By providing an opportunity for students living on the autism Spectrum and with other disabilities to prepare for college, RPCS will not only provide a service to the students attending the school but will also, by relieving already over-taxed public schools of some of the most challenging (and potentially draining) students contribute to the overall effectiveness of Staten Island schools. By establishing expectations for high academic achievement and by providing essential supports, RPCS expects to demonstrate that students living on the autism Spectrum can successful prepare, both academically and socially, for success in college. In so doing, we will raise expectations for all schools serving this population. By demonstrating an approach that can be effectively employed in public education, RPCS has the potential for contributing an alternative to increasing public funding of private education.

Projected Fiscal Impact upon District of Location

Year	**Number of Enrolled Students**	**Charter School basic Per Pupil Tuition Rate**	**Total Charter School Per Pupil Cost to District**	**Estimated Additional Costs to District (e.g. SPED funds)**	**Total Projected Funding from District**	**Total District General Fund Budget**	**Projected Impact on District Budget**
2019-2020	108	$15,307	$1,653,156	$720,052	$2,373,208	$24,800,000,000	0.01%

2020-2021	205	$15,307	$3,137,953	$1,366,766	$4,504,701	$24,800,000,000	0.02%
2021-2022	293	$15,307	$4,484,951	$1,953,475	$6,438,426	$24,800,000,000	0.03%
2022-2023	345	$15,307	$5,280,915	$2,300,167	$7,581,082	$24,800,000,000	0.03%
2023-2024	392	$15,307	$6,000,344	$2,613,523	$8,613,867	$24,800,000,000	0.03%

II. Educational Plan

A. Educational Philosophy

As with all ICS schools, it is our core belief and mission that every student, especially those with special needs, deserve every available opportunity to succeed and to acquire the necessary skills to manage both their challenges and their talents. RPCS will provide these tools and opportunities. However, RPCS will not be the educational answer for all students, nor all students with ASD. The population of individuals with ASD is vast and diverse and RPCS proposes to fill one of the major existing gaps in service – integration within a college preparatory program. A quote that helps to guide our philosophy in working with, and meeting the needs of students with autism is, "*When you have met one person with autism, you have met one person with autism."*[14] Everyone is unique.

For many students living with ASD, having a belief in their ability to live successfully despite diagnosis or disability is critical. The educational and social programming structure within RPCS is built around a steadfast belief in that "success is possible for everyone and impossible without integration."

In the spirit of integration and inclusion, all RPCS students with disabilities, including students identified with autism Spectrum Disorder (ASD), are fully integrated in all classes with general education students. Integration, moreover, offers general education as well as special education students opportunities to develop positive relationships with their peers enabling them to develop a greater degree of empathy while supporting each other meet the high expectations of a college preparatory program.

Planning for RPCS when the ICS leadership team initiated a series of meetings with other leading providers of services to Staten Islanders on the Autism Spectrum including Eden II and

[14] Medlock, Tina. "If You've Met One Person With Autism, You've Met One Person with Autism." Huffpost UK, HuffPost, UK, 31 Jan. 2018, www.huffingtonpost.co,uk/tina-medlock/if-youve-met-one-oerson-w_b_14474912.html.

the Accessibility Office of the College of Staten Island. From these meetings there emerged a consensus that a major service gap on Staten Island existed for older, higher functioning students on the Autism Spectrum. Further consultation with the NYC DOE district superintendent's office confirmed that current DOE services were more readily available to students with the more severe challenges and to younger students. (Ironically, the most acclaimed of the DOE programs are available to students who are already performing at or above grade level.

As a result, many spectrum students whose academic achievement is adversely affected by economic disadvantage are excluded, even at the elementary school level). Broad anecdotal evidence from parents, advocates and providers gathered by members of the planning team confirmed that significant gaps in service existed particularly for students on the spectrum with academic potential to succeed in college. Because of this, a very high percentage of these students do not succeed in college.

The decision by ICS to proceed with the application for RPCS, however, was made only after the applicant team determined that an educational design adapted from LPCS and informed by the experience of NVCS and through the NECCS design process would likely increase the college success rate.

Within small classes high expectations, as outlined in our academic achievement goals, will be held for all students. They will be expected to succeed in high school and college. With the intensive, carefully curated instruction provided in small classes supported by a teaching assistant who works alongside the teacher in delivery, differentiation and support of the curriculum, each student will be able to receive both the small group and one-on-one supports they need, when and wherever they need it. These methods will translate into college readiness not only in exposure to academic rigor, but also through social and executive functioning supports, culminating with the summer college experience at Wagner College. Scaffolded increase of responsibility throughout the middle and high school years will also encourage academic independence, a collegial mindset and perseverance through consistent exposure to college readiness requisites in both academic performance and personal qualities.

It is imperative to note that as RPCS will fully integrate students with ASD amongst typical peers. Joanne Gerenser, the Executive Director of the Eden II Programs on Staten Island explains, "The majority of students with ASD who make it into college have few if any problems with the academics or the curriculum. They don't succeed because of social deficits, executive function challenges and as a result of the first two, behavior problems."15 Because of this, rigorous curricular standards will be a driving force of our universally immersive program and with support from the Wellness Curriculum, Counseling Department, Speech and Language Pathologist and Director of Training and Evaluation, ASD students will experience universally supported social development and insight into their own behaviors that will further equip them to succeed not only in school but in life..

[15] Personal Communication. Joanne Gerenser, Ph.D., CCC-SLP, Executive Director, The Eden II Programs, January 18, 2018

Full integration is extremely beneficial for both typical students, and those with ASD. In an NPR broadcast entitled, "Do Autistic Kids Fare Better in Integrated or Specialized Schools?" 16that explored the issues of integration and segregation of students with Autism, a powerful quote was shared. "Segregated schools lead to segregated societies," explained Ari Ne'eman, of the Autistic Self Advocacy Network. He went on to say that often, segregated schools have a "culture of low expectations" and that when isolated, "If we have an environment in which autistic people are over there, in that other classroom, in that other environment, it really sends a very clear message that we are not a part of your society." At RPCS, we share these beliefs, while also embracing and championing the benefits of integration for typical students, too.

Integration Charter Schools has experienced first-hand the benefits of inclusion and integration for all students, and research supports this notion. Inclusion in the classroom boasts many potential benefits for typical students including, "reduced fear of human differences, growth in social cognition, improvements in self-concept, development of personal principles, and warm and caring friendships.[17]

Two distinct tenets of our curriculum and instruction are universal design, and constructivist teaching. Through universal design, teachers will plan for, and be equipped to teach across diverse learning styles, strengths and needs through multiple modalities of content delivery, and an array of ways for students to demonstrate their learning and content mastery. The universal design approach will ensure that educational opportunities are fully accessible to everyone, and it will be fully apparent from the design of the classrooms through the curriculum and beyond. Universally designed curriculum aspects will include both the delivery of information in multiple modalities based on student need and learning style, while incorporating various ways for students to successfully interact with and create meaning from their learning. [18]

Constructivist teaching and pedagogy is a leading practice at RPCS, where learning is made visual, multimodal, and accessible to all. Instead of traditional teaching typically combining lecture and direct instruction with independent work then assessment, every RPCS will follow the constructivist model. In her book *Constructivist Teacher Education: Building a World of New Understandings*, Virginia Richardson says, "Most constructivists would also agree that the traditional approach to teaching – the transmission model- promotes neither the interaction between prior and new knowledge nor the conversations that are necessary for internalization and deep understanding. The information acquired from traditional teaching, if acquired at all, is usually not well integrated with other knowledge held by the students. Thus, new knowledge is often only brought forth for school-like activities such as exams and ignored at all other times." [19] In agreement and support of this stance, it is the goal of RPCS to make education a meaningful experience, one that extends far beyond on-demand moments of assessment and even beyond the school day. Through embracing constructivist pedagogy, each student in every course will be

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[16] Prichep, Deena. "Do Autistic Kids Fare Better In Integrated Or Specialized Schools?" NPR, NPR, 2 June 2014, www.npr.org/2014/06/31642407/do-autistic-kids-fare-better-in-integrated-or-specialized-schools.

[17] Staub, Debbie, Pecl, Charles A. "What Are the Outcomes for Nondisabled Students?." Educational Leadership, 30 Nov.1994, eric.ed.gov/?id=EI496166.

[18] Bowe, Frank G. *Universal Design in Education: Teaching Nontraditional Students.* Bergen & Garvey, 2000.

[19] Richardson, Virginia. *Constructivist Teacher Education: Building New Understandings.* Falmer, 1997.

consistently encouraged to embrace and understand their own unique learning styles and strengths, develop and utilize higher level thinking skills and discover an ability to deeply analyze topics while applying and propagating their own learning. There is no one-size-fits-all model of instruction, assessment, or collaborative learning opportunities.

Small class size is another critical component of all ICS schools, and will again be a feature within RPCS. In a school-wide survey conducted in 2015 for the expansion of Lavelle Prep to include elementary grades, 93.6% of parents surveyed reported they favored small class sizes. Additionally, 99% of parents and guardians surveyed whose child(ren) have IEPS expressed a desire for their child receive their education within a general education setting, which our inclusive program provides. [20]Aside from parent and family preference, research supports the benefits of small class sizes, such as the findings within the ETS Research Report Series that reads, "ample research has indicated that children in smaller classes achieve better outcomes, both academic and otherwise, and that class size reduction can be an effective strategy for closing racially or socioeconomically based achievement gaps." [21]

A second study reported in *Reduced Class Distinctions: Effort, Ability and The Education Production Function* suggests, "larger gains for disadvantaged students may have occurred because small classes allow teachers to incentivize disengaged students more effectively, or because students are better able to connect to the school setting in small classes." [22]
We strongly believe in the student-school connection and via small class sizes our instructional staff will be able to truly get to know each student's educational needs, backgrounds, preferences and social struggles forming meaningful connections and therefore personalizing the educational experience for each student.

RPCS will offer a diverse Computer Science Curriculum to all students, throughout each grade level in an effort to provide students with hands on, technical education within a field that is of significant interest to both ASD students and typical students. These course offerings are motivated by factors including verbal communications with local colleges and universities, observations within existing ICS schools, and most importantly, research. For example, a national study in 2012 examined college enrollment and STEM participation for students with ASD, as well as ten other disability groups including speech/language impairment, emotional disturbances and traumatic brain injuries.[23] It found that 34.3 percent of students with an ASD diagnosis opted towards STEM classes, a significant percentage which was higher than their fellow students within the other categories. The study also revealed that young adults with ASD, when compared with the ten other subgroups, were amongst the lowest in regard to overall college enrollment rates. Additionally, The College of Staten Island (CSI), which serves more students with disabilities than any other CUNY college, currently has over 80 students on the

[20] Lavelle Preparatory Charter School Parent Survey administered in June 2015

[21] Baker, B.D., Farrie, D. and Sciarra, D.G. (2106), Mind the Gap: 20 Years of Progress and retrenchment in School Funding and Achievement Gaps. ETS Research Report Series, 2016. 7
[22] Babcock, P., & Betts, J.R. (2009). Reduced Class Distinctions Effort, Ability and The Education Production Function. Journal of Urban Economics, Vol. 65,

[23] Wei, X., Yu, J.W., Shattuck, P. et al. J autism Dev Disord (2013) 43: 1539. https://doi.org/10.1007/s10803-012-1700-z

autism Spectrum who have identified themselves to the college's Accessibility Office. Of these students, a significant percentage opt to major in computer science.

It is our belief that by providing students coursework in research-supported areas of interest amongst rigorous core curricular work, we can better equip students to be fully prepared for college enrollment and career success.

Finally, our motivation and plan to both provide a quality education for all students in our efforts to close the achievement gap and overcome an array of barriers, including ASD, is perhaps articulated best in the Columbia University Doctoral Dissertation entitled *Bridging the Achievement Gap: Learning from Three Charter Schools.* The paper identifies five cultural values that are linked to student success and an increased ability in bridging the achievement gap. These values, "A culture that teaches effort yields success; a culture of high expectations; a disciplined culture; a culture built on relationships; and a culture of excellence in teaching,"[24] are fully embodied and embraced throughout all ICS schools and will continue to be the forefront at RPCS as well.

B. Curriculum

Curriculum Development and Selection

As with all ICS schools, RPCS' curriculum will be crafted first and foremost by borrowing the best of available curriculum tools from a variety of sources, including other ICS schools. However, because every school is unique, every instructional team will bring with it unique strengths to the learning process. The curriculum will be complemented via the use of rich, research-based sources and modifications from the existing curriculum, and RPCS will utilize multiple resources to create the most effective curriculum for the individual needs of our students. It is our belief that there are no effective one-size fits all curricula that meet the needs of all students nor our standards, specifically for those students with disabilities or unique characteristics. These plans will be designed by the school's applicant, comprised of Administration, designated subject-area/content coaches, and all teachers within each content area. Most initial curriculum work will take place within the two-week summer intensive workshops, where teams will work collaboratively.

Focusing on a design that is equipped to prepare students for success in college and beyond, the RPCS curriculum will undoubtedly evolve on the basis of our experience with the students who enroll. Steadfast throughout the evolution, however, the curriculum will have the following elements of focus (1) consistently required rigor throughout all courses and areas of study that aims towards equipping all students with a solid foundation for college and career readiness, (2) a Computer Science curriculum that enables students to develop technical skills and explore possible career pathways and areas of interest for higher level study, (3) a Visual and Performing Arts curriculum that allows students to uncover their talents and ways of expressing themselves through multiple outlets within the arts and (4) a Wellness Curriculum that offers empowerment strategies and skills acquisition opportunities to help students self-manage any challenges and

[24] King, J.B. (2008). Bridging the Achievement Gap: Learning from three charter schools. Columbia University (Doctoral Dissertation).

coping issues they may encounter, with a specific focus on social skills, emotional management, conflict resolution and communication methods for both those students who struggle in this area, as well their peers which is essential within an ASD friendly and supportive environment.

Horizontal and Vertical Alignment

RPCS believes that both horizontal and vertical alignment amongst curricula is integral to ensure learning is universally accessible, meaningful, and maximized as student's study both cross-curricularly and build upon their knowledge as they move across grades. With this in mind, both content area Coaches and grade level Team Leaders will work both individually in their respective areas of assignment and collaboratively together to ensure cohesive planning and execution of curricula. By utilizing the Backwards Design[25] process throughout the planning of all curricula, learning will be planned for with the ultimate goals and learning targets as a priority. This helps to enhance alignment across the grades, and subject areas.

Beginning during the initial 2019 summer retreat, instructional staff, coaches and leaders will craft curriculum maps, pacing guides, and individual lesson plans collaboratively, ensuring that the learning targets and goals are fully aligned to the New York Next Generation Learning Standards and are accessible and differentiated for all students, regardless of diagnosis, disability, and learning level. Teachers will use checklists entitled, "I-Can Statements," of the standards adapted into student-friendly language while planning to ensure that the curricula consistently meets both the learning targets and needs of the diverse student body. This approach supports the theories of education researcher John Hattie, aptly named Visible Learning, which reinforces the importance of clear and visible success criteria, challenging learning standards, and developing big-picture, conceptual understanding.[26]

During planning sessions, the ELL teacher will also collaborate to ensure that lessons are ELL friendly, focusing on vocabulary instruction, visualization, the use of clear language, and other recommendations that are proven effective for ELLS.

To best illustrate the collaborative processes, for example, The ELA Coach will work with all ELA teachers across grades to ensure that their curriculums are backwards-designed from senior level requirements and goals through sixth grade level skills, and consequently build upon each of the prior year's goals and activities while also ensuring quality control. They will also be responsible for reviewing lesson plans to ensure effective plans of teaching that are in full alignment with the Danielson Framework for Teaching, specifically in the Doman 1: Planning and Preparation phase. Simultaneously, the 6th grade team leader will work with all sixth grade ELA, Math, Social Studies, Science, Visual Arts, Computer Science, Movement and Wellness teachers to ensure that there are cross curricular connections not only in place during the summer planning sessions but that they are actively and successfully happening as the year progresses. As an example, within their thematic unit of entitled, "Dealing with Disasters," 6th grade ELA

[25] Wiggins & McTighe's model that suggests learning experiences should be planned with the final assessment and goals in mind

[26] Hattie, John. *Visible learning: a synthesis of over 800 meta-analyses relating to achievement*. London New York: Routledge, 2009. Print.

classes might be reading a nonfiction text about Hurricane Katrina and its effect on the population in New Orleans through the lens of analyzing authors purpose and craft. To compliment this, at the same time science teacher will coordinate and plan their weather and natural disaster unit to align in timely with the ELA text, while the Wellness teacher teaches grit and perseverance in the face of struggles, the Social Studies teacher focuses on the geography of New Orleans that made the storms so devastating, and the Math teacher incorporates facts and statistics of the storm and its effects into computations and grade-level statistical analyses.

Efforts like these will be monitored and supervised in weekly subject and grade level meetings, and the Coaches and Team Leaders will also meet once weekly to ensure consistency and quality. At these meetings, as well as at individual teacher and professional development meetings, teachers will also work together, with their leaders and with their coaches to review and revise curriculum as needed, in a fully responsive and time sensitive manner.

It should be noted that as the school grows, leadership will grow to include subject coaches for each core subject and team leaders for each middle school grade and for high school. In initial phase of operations, while only one or two grades, both the school principal and special education coordinator will assume these roles.

Organization of Curriculum

Instructional staff, under the guidance of their coaches, will begin planning for instruction using the backwards design method by utilizing pre-formatted curriculum maps. Prior to planning, backwards design meetings will occur in the summer prior to the academic year where subject area teachers for all grade levels will meet and present their learning targets, goals and standards for each year, so teachers can collaboratively plan from the endpoint of 12th grade college readiness, down through the middle school grades. Curriculum maps and pacing guides will be approved by the instructional leaders and administration prior to the beginning of the academic year and will be consistently monitored and amended as needed as the coursework progresses. These maps, pacing guides and lesson plan templates are attached as Attachment 3B for further exploration.

Materials

All course materials will be selected and/or developed by the instructional cohorts, with approval from the coaches and administration. The founding faculty and staff of RPCS will being new experience and resources which will be supplemented wherever needed by building upon a vast repertoire of resources shared by ICS. These might include but are not limited to: Houghton Mifflin Harcourt's Collections Series, Go Math!, primary and secondary sources, differentiated articles from resources including Achieve3000, Engage NY, and Readworks.org. Computers will be essential to the learning process as most lessons will be presented in both a visual and auditory manner via Microsoft Power Point or Smart Board Smart Notebook software. Students and teachers will be able to electronically communicate as well via direct email through Google Classroom or another interactive classroom platform.

Unique and Innovative Curriculum

A particularly inventive feature of RPCS' universal curriculum is one that will be used both horizontally and vertically throughout courses and grades, while aligning with our mission of attaining college readiness beginning in the sixth grade. Our school-wide writing initiative, adopted from Lavelle Prep, utilized the efforts of backwards design to develop a set of writing standards for each grade, ensure that students graduate ready to write on the college level. Through a generous grant, Lavelle Prep's ELA team worked with leading educational consultant and staff developer Dan Feigelson of Accelerated Literacy to first analyze the entry level college writing rubrics used at both local and national colleges and universities. After identifying key skills and standards, the rubrics were adapted beginning with 12th grade writing standards, and then flowed backwards through the elementary grades. This will be a core feature of all writing instruction at RPCS. Through these efforts, it is our goal that every student at RPCS will graduate not only ready to write in college, but with an understanding of what college-level writing looks like and feels like. As a result, RPCS students will be ready to tackle a standard college curriculum and thus avoid often expensive, non-credit bearing remedial courses.

Another unique aspect of our curriculum are our Computer Science course offerings throughout each grade. In addition to providing students with hands on, technical education that can better equip them for life and work within the 21st century, studies have shown supported the notion that students with ASD are most interested in, and often find success within the computer science field. A national study in 2012 examined college enrollment and STEM participation for students with ASD, as well as ten other disability groups including speech/language impairment, emotional disturbances and traumatic brain injuries.[27] It found that 34.3 percent of students with an ASD diagnosis opted for STEM classes, a significant percentage which was higher than their fellow students within the other categories. The study also revealed that young adults with ASD, when compared with the ten other subgroups, were amongst the lowest in regard to overall college enrollment rates. By providing students coursework in areas of interest and rigorous core curricular work, we aim to better equip students to be fully prepared for college enrollment and career success.

Schools nationwide have seen great success in offering computer science course work to students with a diagnosis of autism. Within Seattle's University District, the Academy for Precision Learning (APL), an inclusive school geared toward teaching students with ASD, has discovered that, "computer science is a natural complement to their skills and enthusiasm," through their TEALS program, an initiative supported by Microsoft Philanthropies that brings computer science education to schools throughout the country. [28] A feature article on the program goes on to cite that, "In the two years after high school, two-thirds of young people on the autism spectrum are unemployed and have no educational plans," but that by offering computer science education, students are better prepared for success, and more skillful, while being motivated to continue on the computer science pathway. TEALS instructor Navya Prakash, a software development engineer at Amazon, perhaps puts it best in saying, "With autism, reading emotions

[27] Wei, X., Yu, J.W., Shattuck, P. et al. J autism Dev Disord (2013) 43: 1539. https://doi.org/10.1007/s10803-012-1700-z

[28] "For Teens With autism, Computer Science Creates Opportunity." *TEALS*, 29 Mar. 2017, www.tealsk12.org/2017/03/29/for-teens-autism-and-computer-science-create-opportunity

and dealing with subtlety may not come as easily to them as some other students. But the computer knows only logic. They identify with that."

At RPCS, the Computer Science Program has been carefully created with input from computer science experts. A separate course will be offered in grades 6-8, and students will then select the area of highest interest to continue with throughout their high school years. The sequence of instruction entails:

> **6th:** Entering 6th grade students will begin with Hardware and Networking, exploring essential questions such as "What are the essential parts of a computer?", "How can we make the hardware function?", and "How do we connect devices on a small network? "Students will learn to handle hardware components using a hands-on approach. They will also learn to take apart computers and then put them back together.
>
> **7th:** Seventh grade students will experience the Programming, Coding, and Scripting course offering. Here is where they will be exposed to the building blocks of programming and operating systems, as well as basic coding, with examples including HTML and Java. The course will also feature an introduction to algorithms and a computer science-based approach to problem solving. Examples of culminating projects include writing a Python script, and the creation of individualized student websites, with dynamic features, which they can maintain and adapt throughout their years at RPCS.
>
> **8th:** For eighth grade students, Digital Entertainment will explore all aspects of the entertainment industry in relation to technology. Areas of study include animation, video editing, production, gaming and music recording technology. Projects might include creation of a short film, a commercial, musical recordings, or a basic game.

High School Electives:

Students who choose the Hardware and Networking focus will further examine the engineering principles underpinning hardware components and setting up networks. Students will be provided with a basic introduction to these principles and then will have the opportunity to pursue useful trade certifications for computer hardware (A+ Certification, for example) and computer networking (Cisco CCIE, for example). Students who choose the Programming and Coding focus will explore specific programming skills such as using SQL databases, using common programming libraries to manipulate data, and creating user interfaces using web technology. Students who choose the Digital Entertainment focus will explore specific skills in Graphic Design, Animation, and Performance Capture. Graphics Design skills may involve an introduction to contemporary Graphic Design tools such as Adobe Photoshop and Desktop Publishing tools. Animation skills may involve 2D animation using modern animation software and 3D modeling, character rigging, and animation. Performance Capture skills may involve digital video production, digital studio sound production, and motion capture technology.

Wellness is another unique aspect of the curriculum at RPCS and at all ICS schools, that is sorely needed amongst most middle school students, but especially those with ASD and resulting social

and coping struggles.[29] The Wellness Curriculum will foster academic engagement and personal growth for all students. As self-management strategies are essential to healthy social and academic growth for all students, particularly those living with ASD, the Wellness Curriculum will focus on strategies that will enable students to succeed in a rigorous high school academic program, in college and in life. 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, -- to live, work, learn and participate fully in their communities.

Wellness will also be specifically focused in regard to our ASD student's needs. Lorre Wolf, Ph.D., a neuropsychologist at Boston University explains that for students with ASD, academic as well as social/emotional preparedness is key to postsecondary success. Successful students in college understand and accept their disabilities, know what does, and doesn't work, and process good regulatory skills. To achieve this, early in their academic years students with ASD must learn about their diagnosis, uncover and utilize their passions while identifying their own strengths and weaknesses, find a mentor, and learn about self-ask questions[30] - all of which RCPS aims to foster and facilitate from its inception. In the spirit of self-awareness and self-advocacy, the Wellness curriculum in every grade will also work on the development and fostering of self-awareness skills and goal setting – both academic and social combined with ample opportunities to improve upon student weaknesses and build upon student strengths. To expand upon these efforts, wherever appropriate, students have the opportunity to participate in their IEP meetings and be a part of the conversation while setting their IEP goals.

Wolf also identifies major skills needed by beginning college students with ASD diagnosis which include classroom preparation (*study habits, other academic skills, preparedness, organization, timeliness and etiquette*) ,social skills (i*nteracting with different people across different settings, dealing with criticism, feedback or rejection, and facing peer pressure*) , as well as independent living skills (*structuring environment, appropriate use of leisure time, knowing and articulating your needs, and basic activities of daily life*) which will be a focus of instruction and support through our guidance and social work department, as well as our trained teaching staff.

RPCS also plans to implement a modified version of the Dialectical Behavioral Therapy (DBT) curriculum, DBT STEPS–A, which is currently being used successfully at both Lavelle Prep and New Ventures and includes support within four sets of skills: *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; and *Emotion Regulation*: how to change emotions that you want to change. These skills are essential to the wellbeing of all struggling adolescents, particularly those with social and pragmatic issues, self-awareness difficulties and communication challenges. Aside from a documented significant reduction in the amount of disciplinary infractions issued within Lavelle Prep since the implementation of DBT,

[29] The Wellness Curriculum for RPCS has been adapted from that of Lavelle Prep, with specific adaptations in place to best serve the ASD population

[30]Wolf, L. (2017, February 03). Students with ASD on Their Way to College: Strategies for Success. Lecture presented at Center for autism and Related Disabilities Conference in Westchester Marriott, Tarrytown.

preliminary research on the use of DBT Steps-A Curriculum is also supportive. In school-based settings include a case study of one of the first schools to implement it in Philadelphia within a network called Mastery Charter Schools. It reports, "After the first year, the preliminary results comparing pretest versus post-test emotional distress scores looked promising; in particular, ninth graders who received DBT STEPS-A showed a significant reduction in their overall emotional distress scores, compared to those of peer controls. (Haskell et al., 2014.)[31]

RPCS Wellness program will also build upon ICS established community partnerships; such as it's working relationship with the Wagner College Nursing Department and the St. Paul's School of Nursing, where the student-nurses visit Lavelle Prep on a weekly basis to co-teach with ICS's wellness teachers about the most current research on health and wellness topics. The Wellness Curriculum will cover all material required under the New York Next Generation Learning Standards for Health, Physical Education, and Family and Consumer Sciences and Career Development and Occupational Studies except the physical education standards which are covered in the Physical Education class.

Benchmark 1: Student Performance of the Charter School Performance Framework

As a goal-based performance and data driven school, the proposed curriculum at RPCS will enable the school to meet and exceed Benchmark 1: Student Performance of the Charter School Performance Framework in a multitude of ways. As all courses are backwards designed to achieve specific grade level goals related to NY State Assessments and Regents Exams, all curriculum is then created to improve achievement and proficiency as will be demonstrated on such assessments. While it is understood that students may (and will) enter RPCS below or significantly below grade level, all curriculum is also designed in an accessible manner to be delivered in a differentiated manner while still being rigorous.

RPS will meet or exceed achievement indicators for student proficiency, and high school graduation, as outlined in our academic and student performance goals. To achieve this, clear performance benchmarks for each course within each grade will make success criteria evident for teachers and students and will be provided in student friendly language so that all students in every course will be aware of what success looks like and feels like within the discipline.

Through the significantly increased amount of planning time[32] build into teacher's schedules, there will be deep data analysis occurring on a weekly basis, so that all instructional staff and leadership can drive their planning and interventions based on real-time student performance data. Via unit-based curriculums with natural stoppage points for both formative and summative assessment, the curriculum can be adjusted as needed based on the individual needs of students, versus for the standard student or whole class needs.

With the built in time to self-assess the efficacy of the curriculum and instruction, teachers and leadership will be able to monitor progress towards performance goals consistently. This

[31]Mazza, James J., et al. DBT Skills in Schools: *Skills Training for Emotional Problem Solving for Adolescents* (DBT STEPS-A). The Guildord Press, 2016.

[32] See Section III D: Staff Supervision and Development

strategic programmatic design will prove rigorous, yet effective in goal monitoring and ensuring the curriculum is a success. Of course, state exams and regents scores will he highly indicative of achievement within the Performance Framework as well.

Supplemental Curriculum

As previously stated, the Wellness Curriculum will supplement not only academic learning but also social emotional learning as well through supportive instruction and discussion of social and emotional struggles and strategies, adolescent challenges, pragmatic language, emotional/behavioral/physical health, conflict resolution, and other tools needed for academic and social success.

Embedded throughout all curricula will also be Executive Functioning supports, to be implemented by all instructional staff, who will be provided additional training and coaching by the Director of Training and Evaluation, the Speech and Language Pathologist, and the Director of Counseling.[33] Examples of embedded Executive Functioning supports include and are not limited to: clear, consistent and structured routines, calendars and bell schedules organized within a student planner, consistent recording of homework assignments and projects within student planner, utilization of checklists for steps and processes to arrive at completion of assignments and projects, clear explanation of tasks and pathways to accomplish tasks, and of course, the use of positive behavioral supports, such as the school's point system. These supports are not only effective in students with autism, but also those with ADHD, and other learning struggles as well. [34] In Wellness and other courses, students will also have exposure and education aimed at fostering interest and passion in potential future careers.

Digital course interventions will be provided for all students, based on skill level and need. These might include implementation of iXL, I-Ready, Teenbiz3000, Khan Academy, Edgenuity, and more. Teachers will monitor progress and the assignment of all tasks to measure the efficacy of the intervention and its impact on the student's needs.

See Attachment 3: Course Descriptions and Attachment 3a: Student and Teacher "Day in the Life"

C. Instruction

Proposed Instructional Practices

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[33] As stated earlier in the narrative, the Director of Training and Evaluation will be initially employed part time, and will be an individual that is highly experienced and skillfully trained in Behavioral Analysis and in working with students with autism and related disorders, as well as in training and supporting staff. The full-time Speech and Language Pathologist (SLP) will be employed full time and will work both individually with students, as well as with instructional and behavioral staff. The full time Director of Counseling within ICS will supervise and manage all school counselors and social workers.

[34] Cohen, Barb. "Autism, ADHD, and Executive Functioning: Parenting Insights." *Psychology Today*, 9 Feb 2018, www.psychologytoday.com/blog/mom-am-i-disabled/201702/autism-adhd-and-executive-functioning-parenting-insights.

[15] Kerzner Lipsky, Dorothy, and Alan Gartdner. *Inclusion, a Service, Not a Place: Whole School Approach*. National Professional Re, 2008

As previously stated, integration and inclusion are a cornerstone of RPCS instructional practices and curriculum. The "whole school" approach to inclusion as defined in, "Inclusion: A Service, Not a Place" the concept of whole-school based inclusion is supported at length. Within its proposed necessary components of "real inclusion" it explains that planning for inclusion is the starting point for all activities – academic, social and behavioral- and involves the full range of school personnel; and diversity is valued as good in itself. [35] All of schools within Integration Charter Schools fully support these components and RPCS will fully embody them as well. With all students integrated into one setting, a significantly increased amount of academic planning time built in to each day, and diversity being a consistent value being taught and embraced in not only Wellness but all courses, RPCS will be a model of inclusion and integration.

By utilizing the Workshop Model in all classes (class opening, mini-lesson, independent/group work time and share out/debrief/assessment) there will be a similar structure to be found within all courses that will help establish expectations and routines throughout both the student body and staff. Additionally, the utilization of universal academic language throughout all courses will foster language rich classrooms[36] that promote higher-order thinking skills, an ELL-friendly environment and the use of meaningful academic language by students themselves.

As mentioned in *Section B: Curriculum*, a core feature of all writing instruction at RPCS as will include the backwards-designed assessment criteria of writing rubrics, created based on those used across colleges and universities. By utilizing the specific grade-level rubrics in each course in every grade, students will be exposed to consistent, data-driven success criteria thus establishing rigorous standards for writing instruction and performance. Through these efforts, it is our goal that every student at RPCS will graduate not only ready to write in college, but also to demonstrate an understanding of what college-level writing looks like and feels like. As a result, RPCS students will be ready to tackle a standard college curriculum and thus avoid often expensive, non-credit bearing remedial courses.

Cooperative learning strategies and discussion techniques are additional instructional practices that will be used both vertically and horizontally throughout subject areas and grades. Through consistent use of both heterogeneously and homogeneously organized groups for project based learning, differentiated tasks, and peer to peer supports, collaborative learning will be embedded in the culture of RPCS. Additionally, small group learning experiences are especially beneficial for students with autism, and other learning needs. Cooperative learning opportunities provide lower-stress opportunities for socialization and collaboration amongst peers, and often enable more success than independent learning opportunities. A 2015 study in the Journal of autism Developmental Disorders revealed, "Academic instruction was conducted in small groups consisting of one student with ASD and peers who were socially competent but at risk for academic failure. All students learned targeted academic behaviors and increased their use of

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[36] *The Language-Rich Classroom: A Research-Based Framework for Teaching English Language Learners* (pp. 30–33), by P. Himmele and W. Himmele, 2009, Alexandria, VA: ASCD. Copyright 2009 by ASCD.

targeted social behaviors during instructional sessions."[37] Thus, this approach will meet the needs of all students, including those with special needs, ELLS, and those at risk for academic failure.

The use of a teaching assistant in the classroom is an invaluable asset that allows for implementation of differentiated instruction, providing support of project based learning tasks, contribute to the collection and recording of student data, and various additional supports for both students and teachers. As concluded in a 2002 paper for the National Foundation for Educational Research in England, "The longer-term impact of the work of teaching assistants has yet to be established but the evidence so far is positive. What is also clear is that when teachers and teaching assistants collaborate effectively and work as a team, the effects are beneficial for teachers, pupils and teaching assistants." [38]

Pedagogical Approach and Strategies

There are several dynamic aspects that influence and guide the school's pedagogical approach. Among them, differentiation is paramount. All RPCS teachers will possess and demonstrate extensive knowledge and practice of differentiation of instruction, learning tasks, assessments, language, and practice in general in order to deliver instruction that is rigorous and yet has entry points for students of varying performance levels and styles.

Differentiation will also be a focal point of professional development and training sessions, and both the Director of Training and Evaluation as well as the Director of Counseling will provide research-based strategies and techniques in best serving each teacher's unique student population and needs, with a focus on ASD.

To fully support integration efforts, students will, whenever possible receive required services and therapies within the classroom, within a push-in model. This allows instructional time to be maximized and for there to be minimal, if any interruptions within a student's daily program.

Incorporated use of technology is also an innovative feature of RPCS' approach. In alignment with the school's philosophy of being forward thinking, rigorous, and having a technology education focus, each student will have access to an individual laptop in every classroom. This not only provides for instant access to the computer-based technologies and skill based interventions including services such as Teenbiz300, IReady, IXL and Edgenuity, but also to build technological fluency. Each classroom will feature a rich use of technology in its various forms and modalities, while course learning materials and assignments will be digitized as much as and as often as possible through virtual classroom resources such as those offered via Google Classroom.

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[37] Ledford, Jennifer R., and Joseph H. Wehby. "Teaching Children with autism in Small Groups with Students Who Are At-Risk for Academic Problems: Effects on Academic and Social Behaviors." *Journal of autism and Developmental Disorders*, vol. 45, no. 6, 2014, pp. 1624–1635., doi:10.1007/s10803-014-2317-1.

[38] Lee, B. (2002). *Teaching assistants in schools: the current state of play.* Slough: NFER.

Rigorous and Engaging Instruction

Rigor and engagement are two of the most important functions of a quality and meaningful education. To support and ensure instruction is both rigorous and engaging, there are various forms of quality control, data assessment, coaching and development and cross-curricular connections that need to consistently take place.

In regard to planning for rigorous and engaging instruction, teachers will work with Danielson Coaches to align their instructional planning and practice to the Danielson Framework for Teaching, which provides high standards for exemplary teaching within the planning, execution, and reflection of practice. By training staff via certified Danielson Coaches, all instructional personnel will be aware of their own success criteria, before, during, and after each lesson, each day. Working within the Danielson Framework will also help to support a culture of collegiality, where the "norm" will be that of teamwork and support amongst an open-door classroom philosophy, as opposed to an individually minded, closed-door approach to teaching and practice.

In the spirit of rigor, each and every RPCS student will be held to the same educational standards, those of the Next Generation Learning Standards, and will be responsible for demonstrating progress leading to proficiency, with the absence of social promotion/modified promotional criteria.

Working collaboratively with the Danielson Coaches, subject area coaches and grade leaders will lead teachers in assessing student performance, gathering meaningful data, planning high-quality lessons and curriculum maps, and providing support wherever needed to ensure rigor and engagement are of the utmost propriety.

Additionally, due to the small class size, RPCS classes will naturally lend themselves to improved student engagement, as a smaller class size lends itself to teachers learning more about their student's needs, levels, interests and preferences. This helps to drive the creation of high-interest and thematically designed lessons and units.

D. Special Student Populations and Related Services

Special Education Processes, Methods and Strategies for Identifying and Serving Students

RPCS 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 RPCS 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.

RPCS 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 RPCS 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. [39]

Additionally, IEPs of incoming students are reviewed by the Special Education Coordinator under the supervision of the Vice President of Career Development and Student Integration and Staff Career Development 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. Related service providers assigned to work with RPCS 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 Special Education Coordinator 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. The Principal and/or Special Education Coordinator will also ensure that all Chapter 408 requirements are being met and that there is a flow of information between parents, CSE and the school.

RPCS will have consistent ongoing communication with all parents about both academic and behavioral concerns. In addition, scheduled 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, discuss concerns 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, as well as group and individual academic interventions. Examples of interventions include implementing and differentiating the state mandated

[39] Many components of RPCS' Special Education services, specifically the procedural alignment with mandates and other standard protocols, are adopted from the universally accepted standards within our existing ICS network schools. However, the processes and services have been modified and in some cases, recreated to better serve a student body that integrates both students with ASD and those without.

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 whenever appropriate. Interventions may also include changing the environment to prevent triggers, providing individualized positive reinforcement to promote good behavior, Functional Behavioral Assessments, Behavior Intervention Plans, and any other recommended 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 were 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.

Section 1414(a)(1)(B) of the IDEA plainly states that "either a parent of a child, or a State educational agency, other State agency, or local educational agency may initiate a request for an initial evaluation to determine if the child is a child with a disability." Therefore, a request from a parent (OR the school district, Area Education Agency, OR another State agency) can trigger the evaluation process, whether or not the school and/or AEA agree it is necessary. 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 RPCS assessment process 4. Provide relevant documentation generated during the pre-referral process.

Certified special education teachers will coordinate the 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. 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.

RPCS 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.

Rationale and Alignment with the School's Mission and Education Philosophy

RPCS is fully committed to the Inclusion Model as the means for serving the needs of all of its students, as integration is at the heart of all ICS schools and their missions. RPCS' 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, student interests 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 the student 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
- Opportunities to improve social interaction and self-awareness through leaning in an integrated setting

In alignment with this model, 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. All RPCS teachers will also have intensive initial and ongoing training in working with students on the autism Spectrum in an integrated setting. An on-staff

Director of Training and Evaluation will assess the training needs on an ongoing basis and will provide opportunities for staff professional development both in planned sessions and as the need arises. By following constructivist pedagogy and understanding the nature of student learning, RPCS 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, critical thinking, and effective communication.

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 RPCS including the school principal and the Vice President of Career Development and Student Integration and Staff Career Development. RPCS will utilize Assistive Technology (AT) whenever deemed necessary by an IEP to support students with a disability to work in a manner best suited for them, unique to his/her challenges, in order to improve learning, enhance communication, or simply function better.

RPCS 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. Ongoing 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 is not accessible to all students by design. All students will have equal opportunities to actively 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.

Supportive Research

As previously stated, the research supporting a collaborative inclusion model in relation to special education and education of those with ASD is plentiful. The aptly named autism Spectrum Disorder Inclusion Model Collaboration Model, originally presented in Educating Children and Youth with autism: Strategies for Effective Practice (Myles & Simpson, 1998) will be appropriately implemented throughout all classrooms. The 5 central components: environmental and curricular modifications, general education classroom support, and instructional methods, attitudinal and social support, coordinated team commitment, recurrent evaluation of inclusion procedures, and home-school collaboration[40] are evident throughout the school's mission and educational philosophy.

[40] Simpson, R. L., de Boer-Ott, S.r., Smith-Myles, B. 2003 'Topics in Language Disorders", 23(12), pp. 116–134

The inclusion model is also an effective means of inclusion for students with other special needs. Within the mindset of integration, including students with disabilities in regular school programs: consultation, team teaching, aide services, and limited pullout services have proven to be effective.[41]

Aside from the benefits for those with special needs and/or an ASD diagnosis, the inclusive classroom benefits general education students as well. Differentiated instruction enables a full spectrum of learner's accessible entry into course material and activities, while high consistent expectations of college and career readiness level the playing field, demonstrating to students they are all being held to high standards of achievement. A diverse classroom of student needs also helps to lessen stigma, which can have, "impacts on people's quality of life and social and psychological wellbeing. It causes stress, anxiety and further stigma. In the public domain, it can result in reduced acceptance, disapproval, discrimination, rejection and social exclusion."[42] · In the right setting, exposure to varying needs and differences helps to reduce stigma and enhance the learning environment.

In today's global economy, nearly all jobs depend on individuals possessing the ability and willingness to work effectively with people from diverse backgrounds and with varying experiences and abilities. As stated earlier within our Educational Philosophy, inclusion has many benefits for both typical and atypical learners. By being exposed to and understanding the full range of human capacities, our students will be equipped to work collaboratively with people of all backgrounds and abilities. RPCS' rigorous standards, differentiated modalities of instruction, and full range of social and emotional supports will be provided, and beneficial for, all students.

Responsible Staff Members and Qualifications

Certified evaluators (including school leaders) will act as facilitators in peer observations for rating all eligible staff up to six times per year utilizing the Danielson Framework for Teaching with trained personnel aptly named "Danielson Coaches." During this process, the emphasis is taken off of "evaluation" and placed more heavily on the constructive concepts of peer learning, and professional and personal development. Within this process, feedback will include specific suggestions and next steps for teachers to implement in order to improve their practice and increase student outcomes. Feedback will also help teachers differentiate and better plan for students with and without disabilities while keeping their specific learning and social goals in mind. 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 also be coached on creating student-

[41] Elloitt, Dor and Merry Mckenny. "Four Inclusion Models That Work." TEACHING Exceptional Children, vol. 30, no.4, 1998, pp.54-58., doi:10.1177/004005999803000411.
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[42] Xhaferri, Irena. "Effect of Stigma in Inclusive Classrooms at Mainstream Schools." *Effect of Stigma in Inclusive Classroom at Mainstream Schools*, ppm.swu/bg/volume-collection/volume-5-2/effect-of-stigma-in-inclusive-classrooms-at-mainstream-schools.aspx?lang=en.

learning goals that not only help children progress in the general education setting, but also promote independence and movement towards college and career readiness.

The Vice President of Career Development and Student Integration and Staff Career Development ensures that the promise of career and college readiness is attainable for students with special needs and that they have the tools necessary to be successful in the integrated settings offered at Integration Charter Schools. She also ensures that each school within the organization maintains a commitment to the full integration of students with disabilities. As an educator for over 15 years, her qualifications include a master's degree in School Building Leadership as well as NYS teaching certification that range from elementary to high school and include Special Education as well as General Education.

The Principal and Special Education Coordinator will be responsible for ensuring that student IEPs are being implemented in a satisfactory manner and that related service mandates are being met. In conjunction with the Principal, the Vice President of Career Development and Student Integration and Staff Career Development will supervise the Special Education Coordinator.

Coordination of Special Services within General Education Instruction

RPCS' 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, in full alignment with the mission of all ICS schools. Throughout all grades, students will experience learning in small classes with a certified Special Education teacher and a teacher assistant for at least 60% 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. We also expect that as students matriculate, they will progress academically and socially towards college and career readiness. Our instructional staff and school leadership teams will work collaboratively with our in-house Speech Language Pathologist, Director of Training and Evaluation and the CSE to ensure that maximal accommodations are provided for student needs to be met.

Students whose IEPs require adapted curriculum work and related services such as speech-language therapy or occupational therapy, will receive them as a push-in model within the classroom whenever appropriate and possible. Students with disabilities at RPCS 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).

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 such as the universal implementation of RPCSs' point based system, the utilization of goal reports and goal charts, and other incentivized efforts personalized by instructional staff and/or the behavioral team, with family collaboration. 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. RPCS 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. RPCS' 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.

Ancillary and Support Services

RPCS 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 RPCS. 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. RPCS 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. RPCS counselors and support staff will help parents gain access to preventative services to prevent disruption in the home including case management through outside agencies. RPCS counselors and support staff will help families requesting evaluations for their child by connecting them with the CSE when appropriate or independent organizations within the community such as the Institute for Basic Research, Child Mind Institute, Elizabeth W. Pouch Center for Special People and private clinicians. RPCS 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. RPCS 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.

Additionally, RPCS will also cultivate and support a family support group, open to all family members of RPCS students, regardless of diagnosis status or any other diversifying factors. Under the direction of the Counselor and the Speech and Language Pathologist, parents and

families will have the opportunity to meet, collaborate, and discuss their experiences both within and outside of the school. Problem solving, educational and parenting strategies, support service options and community outreach efforts will be a focus of the group meetings, with the potential of hosting guest speakers, service providers, family-fun theme events, and more. Family support sessions will be scheduled to meet families' needs.

RPCS will also establish collaborative relationships with local organizations including but not limited to; Parent to Parent, Jewish Board of Family and Children's Services, The Child Mind Institute Healthy Brain Network, and The Institute for Basic Research, refer families in need of additional support in the form of at-home services, evaluations, advocacy, and at-home support. RPCS will also invite local agencies into the school as necessary for parent support and outreach.

Evaluation of Effectiveness

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 Vice President of Career Development and Student Integration and Staff Career Development. 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.

In compliance with applicable state and federal law [34 CFR 300.640], [8 NYCRR §119.3], RPCS 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. Special Education Coordinator under the supervision of the school Principal and VP of Career Development and Student Integration will be responsible for ensuring the collection, maintenance, and reporting of all data regarding students with disabilities.

RPCS will ensure full compliance with the Family Educational Rights and Privacy Act (FERPA), IDEA, and all other applicable federal and state legislation regarding confidential student records.

D. Assessment System

RPCS will accept students who have been on Alternate Assessment but will not utilize Alternate Assessment to measure student readiness for promotion. We are fully committed to preparing all students for college and career readiness and as such, our curriculum and promotional standards will be geared toward this. Student portfolios will be consistently updated and maintained, often by the students themselves, and they are considered in the overall promotional policies. Within these portfolios students, with guidance from their teachers, will also track their progress on achieving mastery of I-Can statements. Individualized Education Plans (IEPs) will be modified as needed by the CSE of entering students in accordance with CSE standards and procedures.

Summative Assessment

In grades 6 through high school, standards-based assessments are used to measure student and school progress toward state and charter-specific goals. RPCS students will take the Statewide High Stakes exams once per year. RPCS will broadly utilize a program such as the EdPerformance Series from Scantron to supplement statewide high stakes exams and to provide an adaptive measure of student progress. Results will be provided to, and examined by teachers, the school, and parents several months after the test. 5

Formative Assessment
Teachers of academic subjects at RPCS will track student progress in their curricula on a weekly basis through assessment of class work, homework, and quizzes in order to determine the need to re-teach curricular content that was not mastered by most students, or where that is not necessary, to identify individual students who need further classroom support to keep up with the progress of the rest of the class.

Teachers will assess student learning at the end of each thematic instructional unit in two ways:

(1) through teacher made assessments and/or chapter tests and comprehensive exams of basic concepts and skills from within the teachings of each course;
(2) through a rubric (often created collaboratively with students) that clearly provides learning standards while assessing student understanding of major concepts/themes on a performance assessment which is the culminating activity of the unit—e.*g. research paper or project*.

Each teacher will identify content from the unit that needs to be reviewed with the entire class because of a lack of mastery of it by most students. In many cases, students will be asked to identify specific instances in lessons and concepts that proved to be especially challenging, and in teaching them to be comfortable utilizing metacognition, review and re-teaching may take place based upon student feedback. In cases where no class review is necessary, the teacher will identify individual students who need further instruction in specific content. The teacher will give review assignments to those students and monitor the progress during the regular class period.

The class assessment reports will be shared with other academic teachers on the same grade level team. School leaders will meet regularly with grade and subject teams to analyze patterns in the assessment data from their classrooms and share successful teaching strategies with specific students.

The data from the Interim assessment at the school will be analyzed at regular meetings of the grade level teacher teams to plan for further instruction in developing student skills across the subject areas and to identify students in need of additional support.

At least four times a year, the grade level team will analyze the progress of each student toward annual growth targets. This data will complement the unit assessment data, which the teachers have been tracking to determine adjustments in curricular content in the remaining semester units and in identifying students for further support in the classroom and outside of it.

Methods of teacher analysis of data from the various types of assessments as feedback on curriculum and instruction and the construction of rubrics for performance assessments will be major topics of the monthly half-day professional development sessions throughout the school year. School leadership, will identify professional resources for this training and follow up in conferences with individual teachers.

Student progress toward mastery of learning standards and expectations within the Computer Science curriculums will be monitored and measured by teacher created assessments and performance tasks. These will include student portfolios that demonstrate student progress and proficiency as well as technical projects, written assignments, on-demand tasks, and assessments. Assessments will be modified for special education students when necessary, as required by their IEP. All student work will be evaluated using a rubric, often ones created with student input or fully by the students, that are closely aligned to the related performance indicators.

Student progress toward mastery of learning standards in the arts will be also monitored and measured by teacher created assessments and observations. These will include student portfolios that demonstrate student progress as well as best work; musical, dance, and theatre performances; and written responses to writing prompts, among others. These assessments will also be modified for special education students when necessary, as required by their individualized education program. All student work will be evaluated using a rubric, often ones created with student input or fully by the students, that are closely aligned to the related performance indicators.

Teachers will assess student learning in social studies through the use of end-of-unit examinations created from within the curriculum materials to measure mastery of content and skills. Teachers will also develop performance assessments/tasks for each unit, which will require students to demonstrate their understanding of the major concepts and essential questions of the unit. Such demonstrations may include small group and individual research projects, analysis of case studies, and creation of visual models such as diagrams and charts. Data from these assessments will inform and drive teacher decisions regarding whether to re-teach specific content and the identification of students who need extra support. We will also utilize the aggregate data from statewide assessments to primarily measure school progress toward parity with statewide data on typical students, rather than for individual assessments. Major benchmark assessments include the New York State exam in social studies in grade 8 and the Global Studies Regents Exam in grade 10.

Teachers will assess student learning in Mathematics through end-of-unit examinations created from curriculum materials. These examinations will showcase mastery of content and key skills necessary for their grade level. Teachers will also create and use performance tasks throughout each unit that will also allow students to demonstrate mastery. Every day lessons will also contain assessments such as fluency drills and exit tickets. Teachers will use the data obtained from these assessments to make adjustments to both the class and individual students. We will also use aggregated data from statewide assessments to measure school progress towards mathematical fluency, as well as inform and adjust instruction. Major benchmark assessments

include the New York State Tests in grades 6~8, and the Algebra, Geometry, and Algebra II regents in High School.

Teachers will assess student learning in English Language Arts through reading comprehension and vocabulary tests at the conclusion of each unit of instruction. Teachers also utilize informal reading inventories (*Fountas and Pinnell Benchmark Assessment System 2*) to assess student reading fluency and comprehension on an individual student basis. Teachers will also develop performance assessments for each unit of instruction, which will require students to demonstrate their understanding of the major elements and essential questions of the literature they have read and their capacity to write about them. Such demonstrations may include analytic and evaluative essays, comparisons of what they have read with other works of literature, and creative writing such as poems, short stories, and short plays. Major benchmark assessments will include quarterly Fountas and Pinnell literacy assessments of functional achievement levels by skill areas in grade 6-8 or until students have reached a level Z. Students complete a writing skills assessment in grades 6-8 at the completion of each unit. For example, students will write essays in a specific genre over the course of four weeks completing all of the phases of the writing process and then at the end of the unit do a writing "on demand" piece in that same genre to assess whether or not the skills they learned throughout the unit have been mastered. All of the writing units in grades 6-12 will be rooted in the state standards. Students will have several opportunities in every grade to write narratives, argument based essays, literary essays and informative/explanatory essays. Students are expected to establish and maintain a formal style through all writing projects.

Teacher Accountability

At RPCS all staff will be held accountable for student performance as measured against goals set forth in the school's charter. Student performance on standardized tests will be a crucial factor in determining teacher movement up the career ladder. RPCS will utilize the ICS performance review process for the principal and all instructional staff.

Data Driven Instruction

RPCS will pride itself on being a data driven school. Data drawn from a variety of assessments will be utilized to measure student performance, guide instruction, and monitor staff performance. The proposed evaluation processes are described below.

Student performance data will be used for two purposes: (1) as feedback to teachers and administrators on the effectiveness of curriculum and instruction in individual classrooms and across grade levels; and (2) to identify students in need of additional instructional support within classrooms and beyond—e.g. tutoring, after-school program.

Teachers will use data from assessments given at the conclusion of their curriculum units, formative assessments given at various points during the year, digital assessments via targeted aligned software programs, and year-end assessments as feedback about their instruction through analysis of the percent of students who have mastered key concepts and skills from the curriculum. Where necessary, curriculum content is re-taught. In other cases, teachers may note

the need for revised instructional strategies for curriculum units or changes in curricula, in subsequent years. These considerations will be reviewed with teachers by administrators following formal and informal observations and during annual reviews of teacher performance. Teachers will use the above assessment data in preparing “progress reports” on individual students.

Analysis of data to drive instruction will be a heavy point of discussion and practice in professional development sessions throughout the school year. Instructional leaders and coaches will identify professional resources and follow up in conferences with individual teachers.

Annual Assessment Calendar

Academic Metrics	Administered When	Baseline Data	Outcome Data	Grades Used	Rationale
Scantron - Performance Series	Winter, Spring	Achievement Level and percentile rank of incoming students	Achievement Level, percentile rank of incoming students and growth of scores of individual students	6-10 (Winter, Spring)	Baseline achievement levels for new students, measurement of fall-to fall or spring- to-spring comparison of student achievement levels to national sample
NYS Exams ELA/MATH/Science	Spring	Number/Percent of students proficient in previous year	Percent of students proficient	6-8	Track increase in number of students who reach proficiency and whose scores improve
NYS Regents Exams required for Advanced Regents Diploma	January, June and August	Number/Percent of students passing with a score of 65 or better on previous exam	Number/Percent of students passing with score of 65 or better	9-11	Track number of students on pace to meet Diploma requirements; Track longitudinal improvement in number of students passing the same exam
Remediation Programs in Literacy/Math	Weekly / Biweekly	Mastery of Course Content	Mastery of Course Content	6-12	Teacher decisions re: re-teaching content and identifying

					students who need extra support
Teacher did homework assignments and quizzes	Weekly	Mastery of Course Content	Mastery of Course Content	6-12	Teacher decisions re: re-teaching content and identifying students who need extra support
Chapter Tests	At completion of curriculum units (every 2-3 weeks)	Mastery of Course Content	Mastery of Course Content	6-12	Teacher decisions re: re-teaching content, identifying students who need extra support, and curriculum evaluation
Teacher-made performance assessments	At completion of curriculum units	Mastery of Course Content	Mastery of Course Content	6-12	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	6-8	Ensure all students enter high school with highly developed writing skills
Course Grades	Quarterly, with final grade in June, based in part on final course exam	Number/ Percent Of students with grades of 65 or higher in previous year in each course	Number/ Percent of students with passing grade in each course	6-12	Track progress of individual students to graduation; Track improvements in number of passing students in each course
NYSESLAT	May	Previous year's score	End of Year score	6-8	Track progress of students and determine which are

					eligible to exit ELL program
PSAT / SAT	January, June	Previous year's mean scores per cohort tested and distribution of scores	Mean score per cohort tested and distribution of scores	9-12	Track progress of students for admission to 4 year colleges; Track improvement in preparation of students for 4 year colleges
AP Exams	May	Number/Percent of Students scoring 3,4, or 5 on previous year's exams	Number of Students scoring 3,4, or 5	11-12	Track number of students who earn college credit in high school; Track improvement in the number of those students

F. Performance, Promotion and Graduation Standards

RCPS will be committed to preparing students for college and career readiness. Our curriculum will be designed to prepare all students, including those who enter RPCS significantly behind academically, to obtain a Regents Diploma. We have, therefore, established very high standards for our students both with respect to the courses and Regents Exams that they are expected to pass, and a flexible schedule which allows students to proceed at their own pace. An accelerated schedule allows some honor students who are able to advance quickly to earn college and Regents credits as well as enriched instruction in ELA and math. We are also prepared to address the needs of students who require more time. For students who are placed in community settings, RPCS works with the responsible agency and with the mental health provider to facilitate the student's uninterrupted attendance. Whenever appropriate, the school advocates for placement on Staten Island and attempts to facilitate appropriate transportation where required. If travel proves too great an obstacle, RPCS will work to facilitate a transfer to an appropriate school closer to the student's current residence.

We also recognize that even less disruptive events may interfere with a student's ability to function academically up to full potential. When student refusal to attend school is rooted in an emotional or psychiatric disability, RPCS will work with the student, the family, and the mental health provider to develop a plan that enables the student to attend school. If all efforts fail to overcome the student's school refusal, a referral will be made to the Committee on Special Education for re-evaluation, perhaps for placement in a more restrictive setting, and in the case of students who have not already been classified for Special Education for an initial evaluation. Furthermore, some students may simply progress more slowly. Students who do not meet a grade

level promotion requirement specified in the "Guidelines for Grade Level Classification" (below) are required to repeat the course in a subsequent year. We anticipate that a significant number of students will require five years to meet all high school graduation requirements. Should a student fall significantly behind in accumulating the credits needed for a Regents Diploma, he/she and his/her parents will be asked to conference with school staff and the Principal to examine alternatives.

RPCS is also cognizant that all students are entitled to remain in school until the end of the school year in which he/she turns age 21 in order to complete diploma requirements. We will encourage students to do so. We, however, will also respect the right of students who have met alternative diploma requirements to choose to graduate with an alternative diploma.

To be eligible for promotion from within the intermediate grades, students must meet three components performance criteria: regular school attendance (18 or fewer unexcused absences), achievement of passing grades in sufficient numbers to meet criteria below, and achievement of 65% or higher in "I Can Statements" (Neaten standards placed in student language that are tracked and communicated with students and families throughout the year) in both ELA and Math. Scores on statewide-standardized tests in both ELA and mathematics will help to drive the conversation but will not be the determining factor.

To earn credits for a course, students must earn a final grade of 65 or above and when indicated, pass the relevant Regents Examination. Guidelines for promotion in good standing to the next grade are as follows:

Grade credit achievement guidelines

6th grade standing	Admission to RPCS
7th grade standing	5 Intermediate school credits
8th grade standing	11 intermediate school credits
9th grade standing	16 intermediate school credits
10th grade standing	11 high school credits
11th grade standing	22 high school credits
12th grade standing	33 high school credits
Graduation	Meeting requirement for Regents Diploma and distribution of course credits required by NYS

Regents Examination Offerings

Earth Science	Grade 10
Living Environment	Grade 9
Integrated Algebra	Grade 9
English Language Arts	Grade 10
Geometry	Grade 10
Global History	Grade 11
Physics	Grade 11
U.S. History	Grade 9

See Attachment 3c: Exit Standards

G. School Culture and Climate

RPCS is founded upon the idea that all students deserve every opportunity to succeed. We also firmly believe that all students should be able to attend a school that responds holistically to their learning needs and nurtures their emotional and psychological growth while challenging and supporting their cognitive and educational growth, despite diagnosis or disability. Thus, our aim is for our students to be proud RPCS students.

In order to facilitate the culture of the learning community, which we believe, is paramount to our students' success, RPCS will provide an environment of positive rewards and encouragement. By doing so, students will 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, NVCS, and NECCS will be extended to RPCS as an integral component of school culture. Through school-wide positive language, reinforcement, and opportunities to earn incentives via positive behavior and the school's point system, RPCS will 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/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, in full compliance 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, thrice yearly 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 RPCS 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.

Primary Responsibility

While RPCS believes that all staff members are responsible for sustaining a positive school culture, the primary responsibility for ensuring a proactive and positive school culture and discipline resides with the school principal and his/her cabinet of leaders.

Social-Emotional Development

The social-emotional development of our students is a paramount responsibility of both the school, and RPCS families. Through the carefully constructed Wellness Curriculum and it's embedded Dialectical Behavioral Therapy (DBT) supports, students will be provided opportunities to explore their own social-emotional needs and growth within an academic setting that is targeted to promote stress tolerance, well-being, self-expression, emotional regulation and strength/weakness analysis. Wellness teachers, counselors and teachers will monitor and assess the development, with counselors reporting all mandated-counseling goals on student IEPs wherever necessary.

See Attachment 4: Student Discipline Policy

H. School Schedule and Calendar

School Calendar

RPCS will follow a similar calendar to that of the NYDOE. There will be 180 days of school, with 4-marking periods per academic year and two semesters in high school. As outlined in Attachment 4c: Proposed First Year Calendar, there will also be a 6-week summer school initiative, beginning in the second year, as well as a two week intensive summer training for all staff.

Instructional Day

The academic day is relatively uniform for all students, including those on grade level, at risk for academic failure, and above grade level. While some students who are more at risk for academic failure might have pull out services as mandated by their IEPS, push-in services are provided wherever possible. While student programing is consistently the same, the instructional methods used for each student, however, are not. Targeted, differentiated instruction within each

academic period is provided for all students, including those on grade level, those at risk, and those above grade level. Through grouping, small group instruction, individualized tasks, versatile assessments and performance criteria and more – students will receive personalized instruction within a standard schedule.

Student Schedule

The weekly student schedule for middle school students features 7 50-minute periods daily, with one period reserved for Lunch/Collaboration where half the time the students will be eating lunch in the student dining area, and the other half filled with fully-staffed constructive time for collaborative games, social group meetings, independent study, and mindfulness practice. Each week, every middle school student will have ELA and math instruction for 350 minutes each, social studies or science for 250 minutes (with a mid-year switch), Wellness, movement and Computer science for 150 minutes, and visual arts for 100 minutes.
The weekly student schedule for high school students also features 7 50-minute periods daily, with one period reserved for Lunch/Collaboration where half the time the students will be eating lunch in the student dining area, and the other half filled with fully-staffed constructive time for collaborative games, social group meetings, independent study, and mindfulness practice. A sample student schedule of a tenth grade student includes Literature and Writing, Algebra, US History 1 and Living Environment for 250 minutes weekly, Wellness and Movement for 150 minutes for two marking periods and 100 minutes for the other two marking periods respectively, Computer Science elective for 150 minutes, and Visual and Performing Arts elective for 100 minutes.

These schedules have been carefully constructed and are a full academic-period less than the current schedules of Lavelle Preparatory Charter School. This was decided based on the belief of quality over quantity and as such, RPCS is providing teachers with an embedded ten hours of teacher prep time per week. It is our belief that consistent time for planning, data review and collaboration will lead to better, more comprehensive teaching. The structured use of teacher prep time and professional development, as well as the rationale for implementation is further outlined below in section ***III D: Staff Supervision and Development.***

Unique and Innovative Aspects of Teacher's Workday

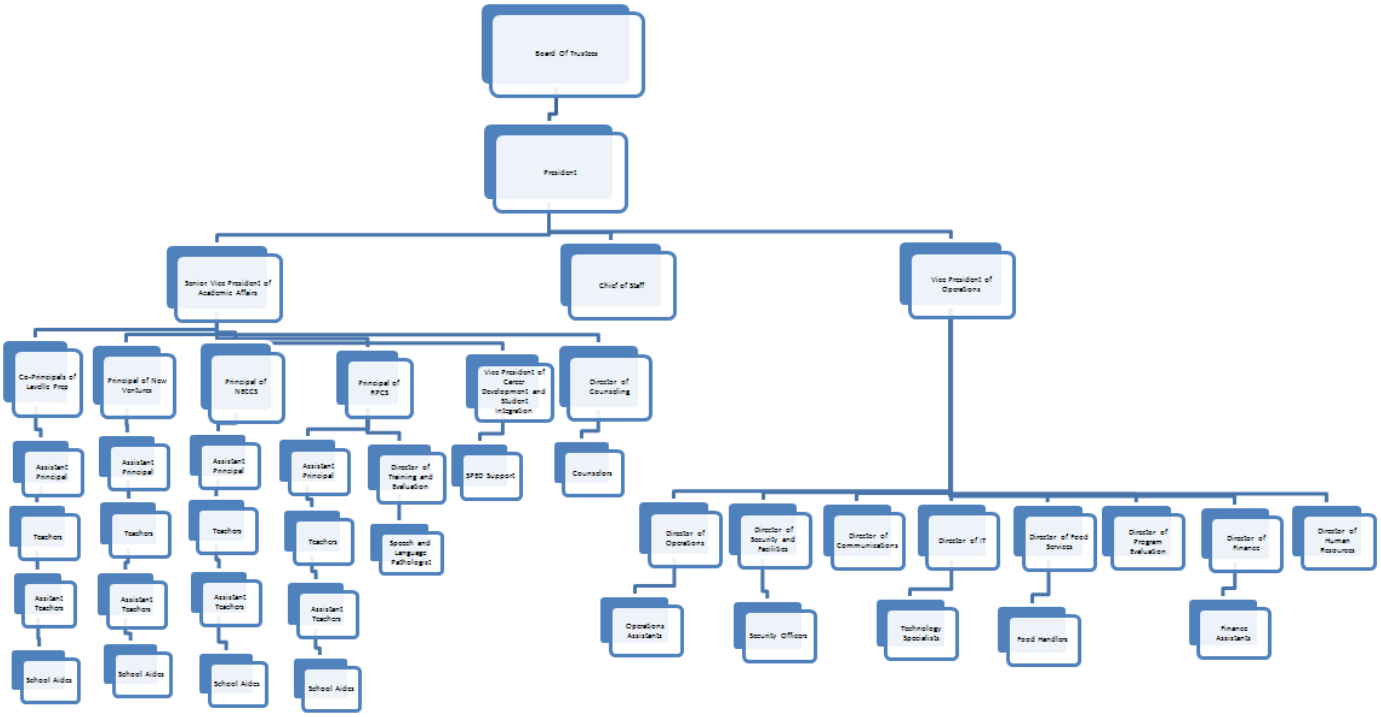
The teacher schedule extends past the academic day by one hour and twenty-five minutes, allowing for a full professional development hour from 2:30-3:30 each day. Not including the 5 prep periods embedded within their daily schedules, the last hour of each day is carefully constructed and supervised to allow for professional development, planning and collaboration including sessions for teacher/TA collaboration, cross-curricular planning/grade meetings, grade wide "BIT" meetings, and joint cohort planning.[43]

See Attachment 4a: Sample Weekly Student Schedule, Attachment 4b: Sample Weekly Teacher Schedule, and Attachment 4c: Proposed First Year Calendar

[43] See D. Staff Supervision and Development

III. Organizational and Fiscal Plan

A. Organizational Structure



The ICS Board of Trustees will oversee and retain final authority over the affairs of RPCS, as it does with all schools operated by ICS, and shall delegate authority to the President of ICS to operate and manage RPCS along with the other schools operated by the education corporation. The Board understands that if the RPCS charter application is approved by the Board of Regents of the University of the State of New York (the "Board of Regents"), the Board of Regents will become the charter entity for RPCS, as it is for all schools operated by ICS, and RPCS shall be subject to the oversight of the State Education Department Charter School Office and the Board of Regents.

The President is responsible for ensuring that the mission and philosophy of the education corporation is maintained and for its overall financial viability, as well as for ensuring that each school is financially viable and fulfills its unique mission. The President is assisted in this work by others responsible for network oversight, including the Vice President of Operations, Senior Vice President of Academic Affairs, the Vice President of Career Development and Student Integration, the Chief of Staff, and the Directors of Finance, Facilities and Security, Food Service, Information Services, Counseling, Communication, Operations, and Human Resources, as well as a small number of support personnel. As in the case of governance, a central focus of the network team is to ensure that RPCS benefits fully from the experiences of LPCS, NVCS and NECCS and, where beneficial for all schools, to take advantage of potential synergies among the

schools, including economies of scale, while at the same time ensuring the programmatic independence and autonomy of each educational program. To achieve this, all schools in the network share key oversight, operational, and support functions while, at the same time, each school team functions with great autonomy, allowing each school leader and instructional team to know their students and their needs intimately. We are and will continue to 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.

B. Board of Trustees and Governance

The Board of Trustees of ICS will govern RPCS, 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 RPCS 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 ICS and the NYSED Charter School Office, and will work in partnership with the Charter School Office to insure the success of RPCS 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), and is currently comprised of 16 members, all of whom are listed along with their qualifications on *Table 1A*. 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 are elected to a three-year term. The Bylaws of ICS provide for the election of Advisory and Emeritus Trustees; these Trustees have neither the power nor the duties of the regular Trustees, they are not counted for purposes of a quorum, and they do not have the right to vote. Currently, the former Chair of the LPCS Board serves as an Emeritus Trustee. 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 the Executive Committee; the 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; the 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 are and 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. Board Committees meet monthly and report to the full Board at its monthly meetings.

The Board strives to include individuals with expertise in key areas (finance, business, development, mental health, community organization, public administration, quality management), as well as individuals with access to significant public and private resources. Discussion with members of the Governance and Nominating Committee indicate an intention to focus on increasing board membership to include leaders from the Staten Island business community. Each new board member receives an individualized orientation to governance and operations from the governance and nominating committee and from key members of the senior staff.

Currently, the Board has elected the following Officers to serve until the Board's next annual meeting in November 2018: Co-Chairpersons, Treasurer, and Secretary. The Board also has elected Trustees to its Standing Committees, to serve until the Board's next annual meeting in November 2018.

The President of ICS assures that the Board of Trustees as well as the committees of the Board receives 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 to promote parental and staff involvement in school governance. Notices of meetings are posted on the ICS website. ICS has developed alternatives to solicit input such as interactive websites, periodic open houses and regularly scheduling parent teacher conferences. RPCS will also strive to develop a vibrant Parent Teacher Association. Recognizing that PTA meetings are often inconvenient for parents, RPCS will develop a variety of methods for soliciting parent input in addition to the annual NYC DOE Satisfaction Surveys. RPCS 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 RPCS, within the framework of applicable state law, the RPCS charter, and policies established by the Board and/or network 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 business, law, and education and in not-for-profit governance.

Trustee Name	Position on Board	Experience and Qualifications	Length of Current Term
Sheldon Blackman	Secretary	Psychologist; extensive experience fund-raising and charter school leadership	11/2017-11/2019
Michael Caridi	Trustee	Business management	11/2017-11/2018
Joseph Carroll	Trustee	Extensive experience working with the SI Community & knowledge of Staten Island	11/2017-11/2019
Richard Fragiacomo	Trustee	Advocacy	11/2017-11/2020
Bonnie Fritz	Trustee	Educator	11/2017-11/2020
Martin Krongold	Trustee	Extensive experience in public administration and education policy	11/2017-11/2020
Brian Laline	Trustee Elect	Communication	
Robin Lefkowitz	Trustee	Finance and non-profit governance	11/2017-11/2019
David Lehr	Trustee	Attorney and non-profit governance	11/2017-11/2018
Jonathan Lipschitz	Co-Chairperson	Finance	11/2017-11/2018
Lily D. McNair	Trustee	Educator & Psychologist	11/2017-11/2018
Deborah Miller	Co-Chairperson	Social Work & Advocacy	11/2017-11/2020
Jill Patel	Treasurer	Non-profit management	11/2017-11/2018
Doris Schueler	Trustee	Clinical Psychologist	11/2017-11/2019
Thomas Scarangello	Trustee	Business Management	11/2017-11/2019
Dirk Tillotson	Trustee	Attorney; extensive experience in charter school leadership	11/2017-11/2020
Eleni (Nelly)	Trustee	Educator & Special Education Expert	11/2017-11/2019

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See Table 1: Applicant Group Information, Attachment 5a: New Applicant and Trustee Information Form, Attachment 5b: By-Laws, and Attachment 5c: Code of Ethics

See Attachment 5a, Attachment 5b: By-Laws and Attachment 5c: Code of Ethics

C. Management and Staffing

As described above, the ICS Board of Trustees will oversee and retain final authority over the affairs of RPCS, as it does with all schools operated by ICS, and shall delegate authority to the President of ICS to operate and manage RPCS along with the other schools operated by the education corporation. The President supervises the Vice President of Operations, the Senior Vice President of Academic Affairs, the Vice President of Career Development and Student Integration, and the Chief of Staff; together with the President, these senior staff members constitute network management and are responsible for network oversight. The Vice President of Operations supervises the Directors of Operations, Security and Facilities, Communications, Information Technology, Food Services, Program Evaluation, Finance, and Human Resources, and is also responsible for legal compliance. The school Principals, who are directly responsible for instructional leadership, curriculum development and implementation, and faculty personnel decisions, including the selection, training, supervision, and evaluation of teachers, report to the Senior Vice President for Academic Affairs, who is also responsible for liaison with other educational institutions including district schools and local institutions of higher education as well as oversight of Counseling and Special Populations. The Vice President of Career Development and Student Integration oversees the Special Populations and will work with a dually-certified faculty member who will serve as the coordinator of the Special Populations of ICS. The VP of Career Development and Student Integration will meet monthly with the coordinator to share best practices and address any concerns. Network management, together with each school's instructional leadership (Principals and Assistant Principals), 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, the former President of LPCS and NVCS, has nine years of combined school and network leadership experience. Among Dr. Byalin's responsibilities is to continuously identify opportunities for synergistic collaboration among the four schools. The Senior Vice President of Academic Affairs, the Vice President of Operations, the Vice President of Career Development and Student Integration, and the Directors of Finance, Counseling, Food Service, and Facilities and Security serve these functions at the network level for LPCS, NVCS, NECCS, and will do the same for RPCS, bringing their strong working relationships, their skill sets and depth of experience to their service for RPCS. 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 RPCS as they are for LPCS, NVCS and RPCS. The table below reflects the anticipated and proportioned salaries to be dedicated to RPCS.

The founding RPCS 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 RPCS educational design. The ideal candidate will possess extensive school leadership experience as well experience in working ASD students.

The success of RPCS 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 schools. 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 ICS 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 RPCS 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. RPCS 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 the 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 RPCS match those of LPCS, NVCS and NECCS, 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 as inviting working conditions comparable to those provided by LPCS, NVCS and NECCS. 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 RPCS.

We are acutely aware of the national teacher shortage. The shortage of teachers qualified in both content areas and special education is particularly acute. The situation is aggravated for RPCS 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, ICS expects 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. Last 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. RPCS will work with LPCS, NVCS and NECCS, 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 RPCS staffing plan is presented in Table 3 below.

RPCS 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 or 504 plan through contract agencies or providers. To support the success of our English Language Learners, RPCS 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. RPCS plans to hire one teacher for about every 12 students.

Table 3: Proposed Staffing Chart		
Position	Avg.	FTE

	Starting Salary	Year 1	Year 2	Year 3	Year 4	Year 5
President	$24144.75	0.073	0.07	0.12	0.161	0.184
Vice President, Operations	$11242.58	0.073	0.07	0.12	0.161	0.184
Chief of Staff	$7665.00	0.073	0.07	0.12	0.161	0.184
Director of Finance	$8814.75	0.073	0.07	0.12	0.161	0.184
Senior VP, Academic Affairs (PT)	$8048.25	0.073	0.07	0.12	0.161	0.184
VP of Career Development and Student Integration	$10347.75	0.073	0.07	0.12	0.161	0.184
Director, Safety and Facilities	$8431.50	0.073	0.07	0.12	0.161	0.184
Director, Counseling (PT)	$7200.42	0.073	0.07	0.12	0.161	0.184
Director, Information Services	$7665.00	0.073	0.07	0.12	0.161	0.184
Dir, Food Service	$5263.30	0.073	0.07	0.12	0.161	0.184
Director, Program Evaluation	$7460.75	0.073	0.07	0.12	0.161	0.184
Director of Communications	$7665.00	0.073	0.07	0.12	0.161	0.184
Director of HR	$7665.00	0.073	0.07	0.12	0.161	0.184
Director of Operations	$7665.00	0.073	0.07	0.12	0.161	0.184
Administrative Support	$20,700.00	0.073	0.07	0.12	0.161	0.184
Principal	$150,000	1.00	1.00	1.00	1.00	1.00
Teachers	$64,000	9.00	12.00	16.00	20.00	22.00
Teacher Assistants	$40,000	8.00	13.00	18.00	22.00	25.00
School Aides	$27,500	2.00	2.00	3.00	4.00	4.00

Counselors and Therapists	$80,000	2.00	4.00	5.00	7.00	8.00
Security	$48,000	2.00	2.00	2.00	2.00	2.00
Food Service	$20,000	2.00	2.00	2.00	2.00	2.00
Director of Training and Evaluation	$75,000	1.0	1.0	1.0	1.0	1.0

See Attachment 8a: Hiring and Personnel Policies and Procedures
.
(Attachment 8b: Resume for Proposed School Leader: N/A.)

C.1. Charter Management Organization

We do not intend to contract with a charter management organization. The Applicant Group proposes that RPCS be operated by ICS, an existing education corporation.[44]

See Attachment 6a: Education Corporation Information, and Attachment 6c, Education Corporation Business Plan

C.2. Partner Organization(s)

Not Applicable

C.3. Networked Schools

The Applicant Group proposes that RPCS be operated by ICS, an existing education corporation.[45]

D. Staff Supervision and Development

Instructional Leadership Roles and Responsibilities

A major guiding principle of all schools operated by ICS, including RPCS, is that the purpose of professional learning and development is for educators to collaboratively develop the knowledge, skills, and practices they need to help each student, regardless of needs or diagnoses, to perform at higher levels. In this spirit, the school will closely follow the dynamic professional development structure of its sister school, NECCS, while providing additional opportunities for development of skill, strategies and understanding in regard to the needs of students with ASD.

[44] Per instructions from the NYSED Charter School Office, the Applicant Group is submitting the Standard Application with Attachments 6a and 6c.
[45] *See* FN 43.

The Director of Training and Evaluation will work collaboratively and directly with the Principal to create, tailor and supervise the school's professional development programs.

Encompassed in this guiding principal are the versatile roles of the school's instructional leadership team (see below). Their roles and responsibilities in regard to teacher supervision, support and professional development will be as follows:

> **Supervision**: As direct supervisors of instruction and planning, instructional coaches will be responsible for monitoring and measuring the efficacy of instructional practices, student performance, and opportunities for growth and/or change. Through weekly lesson plan reviews within their given subject area, coaches will ensure that the curriculum is aligned with the NextGen standards, and, most importantly, are meeting the needs of ALL students within the classroom, for each course and class. Through conversations and observations both formal and informal, coaches will have an in-depth understanding of each teacher's style, strengths, weaknesses, and growth opportunities. By analyzing student data and student work collaboratively with the teacher, a better understanding of student learning will be facilitated through conversations that result in data-driven instructional decisions and strategies to ensure a proper pace and presence of student achievement.
>
> **Support**: Instructional coaches will assume the essential roles of mentor and supporter for all teachers, with particular focus on those teachers who are new to the profession, or less experienced. Through weekly lesson plan review and conferences, coaches will be able to identify areas of need and extra support, to plan guided improvement plans and share helpful techniques. Through strategic planning conferences rooted in the Danielson Framework for Teaching's Domain 1, coaches and teachers will work together to ensure lesson plans are thorough, effective, and planned strategically for the unique student body within each classroom. Coaches will work to increase the feelings of support and teamwork through classroom visitations, inter-visitations, conferences and co-teaching opportunities, thus increasing not only the levels of support for instructors but also the quality of the instruction being delivered.
>
> **Professional Development**: As outlined below, instructional coaches and administration will have hands on supervisory and facilitator roles throughout RPCS' professional development design. Additionally, through coaching observations, conversations, and data review, instructional coaches will have monthly opportunities to plan targeted professional development sessions and opportunities within their subject areas for a whole-team approach. Coaches will also make decisions on staff attendance for off-site professional development opportunities, based on areas of need, strengths, growth opportunities, unique student needs, etc.

Additionally, nowhere will RPCS 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.[46]

[46] 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.

RPCS 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.[47]

Instructional leadership will be of paramount importance in successfully educating and integrating all students, but particularly those on the spectrum and with special needs.

Professional Climate and Retention

Staff retention for administrators, teachers and support staff is of the utmost importance in creating a professional climate and culture that delivers excellent teaching and learning.

Opportunities for professional growth, continuing education and tuition support will be a leading factor in retention of staff. All teachers and teacher assistants will be supported through ICS's Teacher Pipeline in pursuing any additional credentials needed to be fully certified in critical subject areas and dually certified in special education. ICS's Pipeline initiative will help RPCS to further pursue our mission of serving and fostering the spirit of lifelong education for all, including our staff. ICS has formed invaluable relationships with local colleges and universities which afford our staff members opportunities for financial support and tuition reimbursement as they pursue further education and certification in teaching. Examples for current teachers include Post-Graduate Certificate in Educational Leadership with the College of Staten Island, while opportunities for teacher assistants and school aides include reimbursement and/or financial tuition support up to 50% for classes towards all courses needed to achieve teaching certification. Within each scenario, restrictions and commitments will apply. This is an invaluable resource and opportunity to create a supportive professional community that will (and has, at our other schools) increase staff retention and satisfaction, ultimately improving school culture and climate.

Scheduled Opportunities and Professional Development Plan

As demonstrated, ongoing professional learning and training is paramount to the success of an inclusive setting, and RPCS is fully committed to creating a professional culture that revolves around improvement, development, and empowerment. RPCS strongly believes in the power of collaboration in planning and analysis, and it is in this spirit that all RPCS instructional staff will be provided increased time, built into the workday, that is focused on planning, training, and collaboration. The principal, Speech and Language Pathologist, Director of Training and Evaluation and Instructional Coaches will oversee the planning periods and meetings.

One of the most innovative and purposeful elements of RPCS' design is the provision of nearly double the amount of structured collaborative planning and professional development time as compared to schools in the local district, and beyond. With five 50-minute prep periods per week, and five one-hour- professional development/collaborative planning periods per week, teachers will have 110 minutes per day of paid, consistent professional planning time that is structured and supervised.

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

The majority of the professional development and planning time will be spent in Professional Learning Communities (PLCS) For example, when working within a focused PD session that is grade wide, the grade level PLC, will work as a collaborative *impact* team that focuses on improving their teaching and student learning. As outlined in the professional development plan for NECCS, "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.[48]"

A 2015 report entitled *Time for Teachers, Leveraging Expanded Time To Strengthen Instruction and Empower Teachers* featured practice profiles and case studies of schools throughout the United States and their use of collaborative lesson planning, professional development, data analysis and peer observation, which are four essential components to RPCS' design and philosophy. The report also outlined a challenge that most schools in America battle every day, "The conventional school schedule does not allow teachers enough time to work collaboratively to plan and improve instruction and individualized support for students." RPCS aims to change this.

The text cited a 2012 Schools and Staffing Survey that reported, "the amount of times teachers are contracted to engage in direct instruction averages 30.8 hours per week," while they are contracted to about a total of 37.9 hours of work time, on average. At RPCS, 25% of the teacher's workday will devoted to constructed planning and collaboration time. We strongly believe this design will lead to improved instruction, differentiation, engagement, and rigor.

Aside from the daily prep periods, immediately following student dismissal teachers will engage in "Planning, Data and Professional Collaboration" from 2:30-3:30 each day. Each day this designated time will be structured as follows:

> **Cross Curricular Planning & Grade Meetings:** Cross-curricular, or horizontal planning is essential to provide high-interest and project based instruction, yet is difficult to do without devoted time to collaborate. Once a week, all teachers throughout the grade will meet to update on their progress and student performance within the units that have been planned across the curriculums. For each grade, ELA, Math, Science, Social Studies, Arts, Computer Science, Wellness and Movement Teachers will have one hour per week to amend, create and evaluate their planning efforts as a team. Grade Leaders and Instructional coaches will serve as supervisors.
>
> **Grade Wide "BIT" Meetings:** At these weekly meetings, all grade-level staff will meet with their Behavioral Intervention Team counterparts to discuss particular concerns of specific students; those students who are struggling the most behaviorally. At these

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

meetings, anecdotal, parent/family communications and success strategies will be shared, while the team works together to brainstorm with new interventions, goals, and strategies for success that will be incorporated in to planning for each student.

(2) Joint Cohort Planning: All grade level instructional staff will be present at each of these biweekly meetings. Each student within a grade will be discussed and planned for universally and individually at least twice per year. Assessment and sharing of student learning styles, anecdotes, strengths, weaknesses and data analysis will occur, while staff works collaboratively to come up with universal supports and accommodations that would best serve the student, both academically and behaviorally.

Teacher/TA Collaboration: It is essential that the teaching assistant and the teacher work effectively and collaboratively each and every day. In order to best facilitate this working relationship, preparation is key. Once a week, the teacher and teaching assistant will have time to review lesson plans, reflect on both the week that has passed as well as the week ahead, share goals and establish clear expectations.

As outlined in Time for Teachers' findings of Keys To Success, "focused use of time, content driven by school goals, peer-to-peer learning and differentiation of content," are key factors that can make or break embedded professional development. With this in mind, RPCS' focused use of built-in time has been crafted with the school's goals and mission in mind, while incorporating these factors into a routine and supervised schedule. To ensure accountability, through the use of an internally shared drive, meeting notes and reports will be shared with appropriate leadership and administration. Lessons that have been created and modified based on meeting findings will also be shared with instructional coaches for review. It is essential that leadership and administration have hands on roles within all professional development and planning efforts in order for such efforts to achieve maximum efficacy and efficiency.

Differentiated and Targeted Professional Development Based on Experience and Expertise

RPCS' belief in the ineffectiveness and inappropriateness of a one-size-fits-all approach to teaching is carefully woven through our approach to professional development as well. Not every teacher or instructional staff member will present with the same needs for development, professional learning or planning. Some will be new to the school, new to the profession, or new to working within an integrative setting. Others will be experts at differentiation, achieve distinguished levels of performance within the classroom, or excel with classroom management techniques. While many PD and planning opportunities will be team-wide or school-wide, opportunities for individualized and differentiated professional development will also be plentiful. These will include offsite opportunities, leadership and training opportunities, turnkey opportunities, peer to peer mentorships, and targeted in-house workshops featuring consultants and other experts where groupings and content will be based on areas of expertise, and need.

Furthermore, RPCS aligns with ICS's belief that professional learning is not and should not be limited to onsite offerings. All teachers and instructional staff can freely utilize Massive Open Online Courses (MOOCs) to find appropriate professional development specifically for their needs and interests and/or where suggested by their coaches and administration, while other sites such as the Teaching Channel (teachingchannel.org), Edmodo.com, and Teacher Tube

(teachertube.com) provide teachers with the chance to view teaching practices from their colleagues across the world. [49]

Additionally, similar to procedures already established within ICS, each summer prior to the school year all RPCS teachers will develop a personal and individualized professional learning plan with administration and or school leaders, which will be utilized throughout the school year to assess professional growth and success. Instructional staff will also be encouraged and supported in their efforts to obtain outside professional development to achieve and improve in areas of need.

Many of RPCS' professional development endeavors and opportunities originated, and have then been adapted from the Professional Development program at NECCS. As stated in the NECCS application, the NYSED Standards for Professional Development alongside the Learning Forward Standards for Professional Learning will drive professional development at RPCS in order to ensure teacher practice improves and continues to improve on an upward trend. Central to each set of standards is the idea that teachers must collaborate in professional learning communities (PLCS) 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 (teachers and administrators) that can drive, monitor, and evaluate the work.[50]

Evaluation

As with NECCS, measurement of the impact of our professional development and learning efforts will utilize the NYSED Professional Development Rubric. This rubric is useful as it is applicable to all stages and elements of professional learning. As stated in the NECCS charter application, "In order to determine the efficacy of professional development efforts, administrators need to know if teachers are buying in to the programming, have learned from the work, 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 Professional Learning 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 the efforts so that 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 RPCS will employ the aforementioned internally shared drive where all observation notes, meeting notes and minutes, and course corrections are documented. Through this simple tracking

[49] As suggested in the 2017 NECCS charter application.

[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

system, growth will be monitored, accountability will be ensured, and everyone will have access to necessary data and records.

E. Evaluation

The ICS Board of Trustees[51] will conduct a multi-dimensional annual review designed to ensure that RPCS is on track to achieve its goals and fulfill its mission. This will be done prior to the Annual Meeting in November for presentation at the annual meeting. The ICS Board of Trustees Education and Accountability Committee dedicated to RPCS 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, the NYC DOE Report Card, the results of the NYC DOE annual survey of parent, student and teacher satisfaction, data on staff retention, and any other reports from the Authorizer. These reports will be posted on the school's website.[52] Central to the audit is the assessment of student progress toward high school graduation and college readiness. In collaboration with management and staff, RPCS will use the results of the annual evaluation to establish goals for the coming year. The school is committed to continuous improvement. In collaboration with the ICS management team, the Principal is responsible in leading the improvement process at RPCS. The results of the NYCDOE Satisfaction surveys are utilized in the evaluation process both at the management and board levels.

The ICS Board of Trustees Finance and Audit Committee will lead the review of the education corporation's 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.

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

All school leaders, administrators, teachers, and members of the ICS Board of Trustees will be evaluated annually. The President will conduct an annual evaluation all members of the ICS management team, including the RPCS Principal. The RPCS Principal will be responsible for the

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[51] RPCS' evaluation procedures and protocols are adopted from ICS' three previously formed charter schools: LPCS, NVCS and RECCS.

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

annual review of all faculty members. The Director of Counseling will complete evaluations on the counseling staff and the Vice President of Operations, or his/her designee, will complete for the non-academic staff. Evaluations of teachers will utilize data from scheduled and unscheduled observations, will incorporate student status and growth data, and will be conducted in accordance with the Danielson Observation Rubric and. The annual review process will also utilize faculty self-assessment and management reviews of progress toward goals and challenges ahead. The results of each evaluation will be taken into account in making 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 ICS 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 officers. The Governance and Nominating Committee 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 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 as whether Trustees are effective as ambassadors of ICS and its schools. The Committee report will be presented to the Board at least 30 days prior to the November annual meeting of the ICS Board of Trustees so that the information is available to all Trustees when voting annually for officers or for re-election of Trustees whose terms are expiring.

F. Facilities

RPCS will be located in Staten Island (CSD 31). RPCS will need a facility that has a physical education space (mini-gym or dance studio), science lab, visual and performing arts studios, and a cafeteria that can serve as an assembly space, and over the course of the charter an increasing number of classrooms from 6 in Year One to 23 in Year 5. The school will also need an administrative staff space adequate for 3 people (principal, assistant principal, and administrative assistant), Grade office clusters (teacher planning space, counseling office, meeting office, and calming room), and a nurse's office. ICS is considering two alternative scenarios for addressing RPCS's facility needs. ICS will seek space from the New York City Department of Education for RPCS, in accordance with State Education Law. If the request for co-location is denied, ICS will file a timely appeal on behalf of RPCS with the New York State Education Commissioner seeking rental assistance. ICS has already begun discussions with Stan Conway and if NYC DOE cannot provide suitable space, it will engage the real estate firm, ConwayTowne, to explore other options for RPCS. ICS has already identified a number of potential sites to house RPCS if co-location is denied. The most promising is the St. John Neumann site on Arthur Kill Road. Discussion has begun around potential school development with Glenn Hileman of Highmark School Development of Murray, Utah and school construction finance with Joe Bosch and Dan Froehlich of Janney Montgomery Scott. Any facility utilized by the School will be accessible for students and adults with disabilities.

	Year 1	Year 2	Year 3	Year 4	Year 5
Integrated Classrooms	6	12	17	20	23
Grade Office Clusters (includes counseling offices)	1	2	3	4	4
Administrative Offices	1	1	1	1	1
Cafeteria	1	1	1	1	1
Physical Education Space	1	1	2	2	
Auditorium	0	0	0	0	0
Conference Rooms	1	1	1	1	1
Medical Office	1	1	1	1	1

G. Insurance

The RPCS planning team has received the following recommendations for insurance coverage from the Allen C. Bentson Agency Inc.**,** a Staten Island-based, full-service insurance brokerage with charter school experience that is currently being used by ICS for its other three schools. The current coverage for ICS will be expanded to include RPCS, as follows:

- **Package** – Includes General Liability & Educators Professional Liability coverage, plus Property insurance for 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.
- **NY Paid Family Leave** – Provides paid leave to care for a close relative who is ill, bond with a new child, or assist when a family member is deployed
- **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 RPCS 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. Non-Academic Operations

Health Services

ICS regards student health as crucial to success in school and in life. Health Education will be a crucial component of the RPCS 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. RPCS will comply with all health services requirements applicable to public schools in NYC.

RPCS 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

RPCS 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/Tetanus/Pertussis: Toxoid Containing Vaccine (DTP, DtaP) (NYC requires 4 doses);
Tdap booster: 1 dose
Polio: (IPV)/(OPV3 OPV or 4 IPV) 3 doses;
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 (for students in grades 7-12, 3 doses of Recombivax HB or Engerix-B is required, except for those students who received 2 doses of adult hepatitis B vaccine (Recombivax) which is recommended for children 11-15 years old);
Varicella: 1 dose
2 doses of the Chicken Pox Vaccine
Meningococcal Conjugate: 2 doses; or 1 dose ONLY if the first dose was received at 16 years of age or older.

Before a student can be permitted to attend RPCS, 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

RPCS 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. RPCS will avoid misunderstandings by widely circulating these requirements. The requirements for the administration of medication in school will be communicated in the student and family handbook; school publications/calendars; inserts with report cards; mailings to physicians and/or local medical societies; and individual parent/student counseling.

Pharmacies

- Only those medications necessary to maintain the student in school and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in school-sponsored activities (e.g., field trips, athletics) must comply with all procedures.
- Any prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students *will be given by the School nurse or licensed practical nurses under the direction of the school nurse*. *Administration of such prescribed medications will not be performed by the other members of RPCS staff.*
- Designated staff in the school setting, following assignment and in conjunction with approval by the school nurse, may assist *self-directed students* with the taking of their own oral, topical and inhalant medication. The School nurse as well as the school administration will assure that the staff person receives the training and supervision needed to perform these tasks in a safe and effective manner.

Physician Orders

RPCS will require a written order from a duly licensed prescriber and written parental permission to administer the medication. All medications, including nonprescription over the counter (OTC) drugs, given in school shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status.

- Written orders for prescription and nonprescription OTC medications should minimally include:
    - Student's name and date of birth
    - Name of medication

    - Dosage and route of administration
    - Frequency and time of administration
    - For prn (as necessary) medications, conditions under which medication should be administered
    - Date written
    - Prescriber's name, title, and signature
    - Prescriber's phone number
- The school nurse may request additional information, such as self-administration orders, diagnosis and/or potential adverse reactions; however, medication delivery should not be delayed pending this information, unless such information is essential to the safe administration of the medication.
- Special considerations
    - Medication orders must be renewed annually or when there is a change in medication or dosage.
    - The pharmacy label **does not** constitute a written order and ***cannot*** be used in lieu of a written order from a licensed prescriber.
    - When a properly labeled medication comes to the health office accompanied by a written request from the parent for administration of the medication, but without a written order from a licensed prescriber, the following procedure will be followed:
        - Contact parent regarding need for written order from a licensed prescriber.
        - Contact licensed prescriber to obtain verbal permission to administer medication.
        - Request fax or written orders to be received within 48 hours.
        - Contact parent and discontinue medication if written orders are not received in 48 hours.
        - Document above steps.

Parental Responsibility

- A written statement from the parent or guardian requesting administration of the medication in school as ordered by the licensed prescriber is required.
- It is the responsibility of the parent or guardian to have the medication delivered directly to the health office in a properly labeled original container.

Prescription Medications

- The pharmacy label must display:
    - Student name
    - Name and phone number of pharmacy
    - Licensed prescriber's name
    - Date and number of refills
    - Name of medication/dosage
    - Frequency of administration
    - Route of administration and/or other directions

OTC Medications

- Must be in the original manufacturer's container/package with the student's name affixed to the container. The same applies to drug samples.

Other Considerations

- For certain medications, especially ***controlled substances***, standards of best practice include counting the medication upon receipt and periodically thereafter. This is not a legal requirement but constitutes a sound practice when handling controlled substances. Discrepancies should be reported to the parent immediately. The school administration should be informed of any discrepancies when such discoveries occur. Best practice includes close supervision of medication taking.
- Medications will not be transported daily to and from school. Parents will be advised to ask the pharmacist for two containers, one to remain at home and one at school.
- Instructions will be left for substitute nurses that are clear and concise on the handling of all aspects of medication acceptance, handling, delivery and storage.
- Education of families regarding the RPCS medication protocols is an ongoing responsibility of RPCS.

Medication Administration

- All medications will be administered as close to the prescribed time as possible. Given student schedules and compliance with coming to the health office in a timely fashion, medications accepted for school administration generally may be given up to one hour before and no later than one hour after the prescribed time. However, parents and licensed prescribers will be advised, so that they can advise RPCS if there is a time-specific concern regarding administration of the medication. Parents, students, and the school nurse will work together to ensure the student receives his/her medication at the appropriate time.
- If a student fails to come for a dose, the administration will provide support to health office personnel, such as security personnel, administrative or clerical staff to locate the student. If the medication has not been given for any reason within the prescribed time frame, RPCS will make all reasonable efforts to notify the family that day, as the family may need to adjust a home dose accordingly.
- If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The licensed prescriber will be informed of the poor compliance, so that the medication protocol can be reviewed and possible adjustments made, i.e., home administration, extended release medication.
- Ongoing communication and collaboration between RPCS and parents will occur to assist students in assuming personal responsibility for their health behaviors.
- A medication may be changed or discontinued by a written order of the licensed prescriber at any time. If a parent requests discontinuation of a prescribed medication without the prescriber's order to do the same, RPCS will send a confirmation to the parent with a copy to the prescriber indicating the intention to discontinue the medication on the parent's request.
- When the dose of a medication is changed by a licensed prescriber’s written order and a parent request, and the old pharmacy bottle label has not been corrected, the nurse may label the bottle with the correct dose until the new pharmacy labeled prescription bottle is

received. The importance of parent compliance with sending in a new bottle quickly will be conveyed.

Storage of Medication

- No medication will be brought into school without knowledge of the health office. Publicized procedures that facilitate this practice so that parents and students do not feel the need to hide medication or to circumvent cumbersome procedures will be publicized.
- All medications, except as otherwise arranged, will be properly stored and secured within a health office cabinet, drawer or refrigerator designated for medications only. The site must include a lock for the cabinet, drawer and refrigerator, as well as a lock to the outside health office door. Controlled substances will always be secured and will never be left open or accessible to the public at any time. Even self-directed students will not be given unsupervised access to controlled substances under the care of RPCS. Whenever possible, medication storage units will be secured to the wall or floor and will not have breakable glass doors. If possible, all medications will be stored in a health office. However, there may be instances when requests are made by a parent and physician for a student to carry and self-administer medications because of the emerging nature of the health problem or the severity of the health condition.

Carry and Self-administer Medication

If the RPCS nurse receives a request from a parent and licensed prescriber to permit a student to carry and self-administer her/his own prescribed medication, such decisions will be made on an *individual basis and in accordance with the following criteria:*

- Severity of health care problems, particularly asthmatic or allergic conditions.
- Licensed prescriber's order directing that the student be allowed to carry her/his medication and self-administer.
- Parent statement requesting compliance with licensed prescriber's order.
- Student has been instructed in the procedure of self-administration and can assume responsibility for carrying properly labeled medication in original container on her or his person or keeping in school.
- School nursing assessment that student is self-directed to carry and self-administer her/his medication properly.
- Parent contact made to clarify parental responsibility regarding the monitoring of the student on an ongoing/daily basis to ensure that the student is carrying and taking the medication as ordered. This contact will be documented.

The school nurse will counsel any student self-administering medication without proper authorization. In addition, the parents will be notified. In all instances, school administration will also be informed. Periodic reevaluation of the effectiveness of the procedure will be instituted.

Emergency Medication: The requirements allowing registered professional nurses to administer agents used in the emergency treatment of anaphylaxis include:
(1) Following non-patient specific standing orders and protocols authorized by a physician or a nurse practitioner; and

(2) Maintaining or ensuring the maintenance of a copy of the standing order(s) and protocol(s) that authorizes them to administer anaphylactic treatment agents.

Non-FDA Sanctioned Requests/Herbal Remedies, Dietary Supplements and Natural Products:

RPCS will not honor requests for use of herbal remedies, dietary supplements and natural products, as the FDA does not sanction them. Such matters will be explained to the parent whose cooperation will be sought to have such medications administered outside of school. An appropriate notation should be made on the student's health record.

Any student self-administering medication without proper authorization will be counseled. Repeat offenders will be subject to discipline. RPCS will consult with the Department of Health annually on all student medical concerns.

Food Services

RPCS recognizes that a healthy diet is critical to overall health and well-being. 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 all sessions. Students' food services will be provided directly in the cafeteria, classrooms or in other suitable common areas. At RPCS the meals will not be cooked on site, but rather heated after they are cooked elsewhere and transported to the school.

Participation in Subsidized Meal Programs

RPCS 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.

RPCS 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. Information also 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 RPCS 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 RPCS. It will then be reviewed by the Vice President of Operations or his/her designee for approval. RPCS 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: RPCS will contract with a private company to provide healthy, attractive meals to our students. RPCS will review the Food Programs contract on an annual basis.

Transportation Services

Because RPCS 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. A minority of students may have transportation mandated on their IEP or 504 plan. RPCS students who do not have mandated transportation will be eligible for full or half-fare MetroCards or yellow bus service based on how far they live from the school. A significant number of students may be transported to or from school by their parents.

RPCS will comply with DOE transportation policies and procedures and will meet all necessary deadlines. In accordance with standard regulations, RPCS will document the manner in which students are transported to and from the School. Parents enrolling their children in RPCS will be asked to notify the school district annually of any transportation changes.

RPCS plans to follow the calendar of the NYC DOE with respect to the regular academic year and summer school session. RPCS does not anticipate providing additional transportation for students enrolled in the school.

Other Non-Academic Operations

RPCS will use shared non-academic operations with ICS such as student information keeping, procurement, compliance and reporting, and other record keeping. The Vice President of Operations, along with the Director of Operations, will be responsible for oversight of such ICS systems and procedures. The Operations Team meets monthly to review all policies and procedures and discuss any concerns.

The Director of Information Services will be responsible for the technology needs at RPCS. The Director of Information Services will work alongside the Principal to establish the technology devices and systems most appropriate for the RPCS students, faculty and facility.

Similarly, the Director of Security and Facilities will be responsible for hiring the two security officers at RPCS. Currently, the Director of Security and Facilities and all security officers at ICS are retired NYPD officers. If private space is needed, the Director will also be responsible for employing a custodial company.

I. Family and Community Involvement

From the earliest stages of the planning process, RPCS has experienced overwhelming community support. This is evident in the letters of support we have received in support of our application.

RPCS has developed a two-pronged approach to parent outreach. Our approach to parents of potential students includes direct mail, social media connections and a series of open houses and web-based access to application materials in multiple languages. In addition, through the participation of the current ICS teachers and students in a variety of community activities, and by cultivating positive reporting in local media, RPCS is working towards successfully cultivating a positive community image.

Over the longer term, the success of RPCS students in high school and college will be the decisive factor in the public's perception of RPCS and hence diminishing any stigma associated with attendance.

RPCS is committed to building collaborative relationships with a range of community organizations and institutions and is exploring relationships with community partners including Snug Harbor Cultural Center and Botanical Garden, the Staten Island Zoo, the Eden II Program, the Staten Island Historical Society (Richmond Town), The College of Staten Island, Wagner College, St. John's University, Touro College, the St. Paul's School of Nursing, the Staten Island YMCA, Richmond University Medical Center, and the Staten Island District Attorney Office.

Family and community involvement will be fostered throughout the initial planning as well as the continuation of RPCS. Through monthly family events, student showcases, and open houses RPCS plans to foster a meaningful and consistent relationship with our families, as well as within the community. RPCS also plans to have an organized Parent Teacher Association in which parents, teachers and staff will collaboratively work together to plan events and enhance parental/family participation within the school.

With 24/7 digital accessibility to our website, Grade Portal and teacher homework pages, being connected to our families in a virtual way will help to facilitate and encourage teacher/parent/school relations.

Parents and families of students on the ASD spectrum will also be invited to participate in a monthly family support group, open to all family members of RPCS students, regardless of diagnosis status or any other factors. Led by the school counselor and speech and language pathologist, parents and families will have the opportunity to meet, collaborate, and discuss their experiences both within and outside of the school. Problem solving, educational and parenting strategies, support service options and community outreach efforts will be a focus of the group meetings, with the potential of hosting guest speakers, service providers, family-fun theme events, and more.

Paired peer mentoring between RPCS students on the ASD spectrum with the College of Staten Island students will be an invaluable partnership in helping our students prepare for the college experience. Additionally, the Collegial Summer Experience for RPCS rising seniors at Wagner College will provide a real, immersive college living experience further preparing students for the changes that college will bring, while also strengthening our community partnerships.

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.

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 is 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 ICS and the identified program priorities.

LPCS and NVCS have developed adequate policies and processes for tracking enrollment and attendance, 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 RPCS.

The Vice President of Operations will monitor the management and protection of student and financial records. ICS complies fully with regulations of the confidentiality of student records. All records that need to be kept confidential will be locked in a file cabinet in the main office, and kept online in a password protected database. ICS will maintain all financial data with an approved software program such as Quick Books.

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 ICS Board of Trustees 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 outside 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 RPCS (and the other schools). For purchases in excess of $10,000, 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. The Director of Finance prepares monthly balance sheets and statements of activity for review by the President, the Finance and Audit Committee and the 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. A New York State Certified Public Accountant selected by the Board of Trustees conducts independent audits of the financial statements annually. Annual financial audits are conducted in accordance with generally accepted auditing standards. ICS or an accounting firm selected by the President will complete financial regulatory forms as necessary.

Cash management and investing: ICS's funds are invested in money market funds, certificates of deposit, or other instruments as directed by the Board of Trustees. 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 or in the most highly rated categories of debt.

Fundraising: The President shall also be responsible for grant compliance and will oversee such initiatives as undertaken directly by ICS. 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 RPCS 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 they need to

move quickly to college readiness, that students enjoy the levels of support which enable all, including those on the autism spectrum, to succeed in an integrated environment, and that school 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. If denied NYCDOE space, the budget will be amended to include the rent supplement, as well as facility costs and rent associated with the facility chosen.

In developing the budget, RPCS 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 RPCS: $25,000 will be deposited in the fund each year for the first four years of school operation. We also estimate per pupil and Special Education revenue based on 95% of projected enrollment. The result is a budgetary cushion, 4.1% of projected expenditure beyond the budgeted first year surplus of $205,621.00.

Crucial network management and operational positions, including President, Vice President of Operations, Director of Finance and all shared management positions, are filled by individuals serving on a part-time basis at LPCS, NVCS, NECCS, and RPCS, allowing all schools to achieve modest efficiencies of scale. 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.

RPCS anticipates two potential budget challenges. We recognize that under-enrollment is always a threat to be anticipated by charter school start-ups. We are, however, prepared for the possibility of overall lower enrollment. Should enrollment fall for instance to10% 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, will still leave a projected surplus of $43,888. 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, RPCS 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 $53,000.

The direr scenario, in which both under-enrollment overall plus an additional shortfall in SPED enrollment percentage occurs, RPCS projects a first-year operating deficit of $20,000 - $50,000. In this event, RPCS will rely on ICS resources including a line of credit with both Victory State Bank of $200,000 and Northfield Bank of $300,000 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 RPCS will receive additional CSP funding based on the characteristics of the anticipated student body. This funding would substantially eliminate the anticipated deficit.

RPCS will be fiscally sustainable. RPCS will generate a positive cash flow as early as Year 1. RPCS 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 will 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 and Director of Finance, brings to RPCS 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 RPCS 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 RPCS will be in sound and stable financial condition based on the 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. RPCS projected Current Ratio as of June 30, 2020 will be 422,873/264,134 or 2:1. Higher number indicates RPCS's 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 RPCS by June 30, 2020 is projected to be 20,000/45,000 (.4) 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. RPCS projected to have (439373*365/2,112,053) approximately 75 days of cash to pay its expenses.

ICS anticipates that it will continuing to utilize the audit services of Schall & Aschenfarb, CPAs, LLC, which is the firm that currently serves ICS and that served both LPCS and NVCS prior to the merger.

See Attachment 9: Budget and Cash Flow Template

L. Pre-Opening Plan
The planning team, designated trustees and leaders of RPCS fully realize that the proposed school will depend to a degree far greater than most education initiatives on collaboration between school and community. To achieve the necessary collaboration will formalize the network of support which has been gathering around RPCS to create a "virtual village" in support of our students and program. Beginning this spring, even before the granting of the charter, we will establish two interlocking councils of community leaders. A Community Outreach Council will bring together community leaders in business, politics, social series and community service to create the linkages with which RPCS will need to meet needs of a growing

and diverse student body within our community. A Student Support Council will bring together leaders in Staten Island's health and human service sector to help make sure that the linkages are created and maintained which enable RPCS students to access the supports needed if they are to thrive in our school. A detailed pre-opening plan is outlined in Attachment 11.

(See Attachment 11: Preopening Plan)

M. Dissolution Plan
See Attachment 12: Dissolution Plan

Richmond Preparatory Charter School Admissions Policy and Procedures

Introduction

The Richmond Preparatory Charter School (RPCS, or the "School") Admissions Policy is designed to support the School's mission, which is to provide a rigorous college preparatory education that equips and empowers students for success, including those with special needs, especially on the Autism Spectrum, or who are economically disadvantaged.

RPCS is a non-sectarian, tuition free, public charter school serving students in grades 6 through 12 (ages 10 to 18) who are New York State residents. RPCS does not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, sexual orientation, athletic ability, race, creed, religion or ancestry.

RPCS does not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application to the School. However, every effort is made to ensure that parents or guardians are able to make informed choices when applying to RPCS, and to advise all prospective applicants and their families about the opportunities and limitations of RPCS.

Outreach and Recruitment, and Retention

A. <u>Outreach and Recruitment</u>

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 RPCS's sister schools, John W. Lavelle Preparatory Charter School (LPCS), New Ventures Charter School (NVCS) and The Lois and Richard Nicotra Early College Charter School (NECCS), 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, NVCS and NECCS have already established collaborative relationships, including the SI YMCA, Camelot, Jewish Board of Family and Children Services, and the SI Mental Health Society. We will utilize direct mail to reach all eligible public school families on Staten Island. We will also use our state-of-the-art website, social media opportunities, as well as traditional media to support outreach to the following groups:

1. Students with disabilities: RPCS 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, RPCS will seek to amend the charter to institute a tiered lottery similar to the one adopted and utilized by LPCS. All outreach materials will affirmatively welcome students with disabilities, especially those living on the Autism Spectrum.

2. English Language Learners: RPCS will collaborate with LPCS, NVCS and NECCS 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 our schools' culturally diverse faculties, outreach will be extended to an increasing range of Staten Island communities. In addition to English, applications will be immediately available in Russian, Spanish, Arabic, Albanian, Haitian Creole, French, and Mandarin which are the languages most prevalent on Staten Island.

3. Economically disadvantaged students: Outreach materials will be mailed to all eligible students and their families.

B. Retention

RPCS's integrated design of small classes, dually-certified faculty, 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, RPCS expects to work with Abacus Educational Group, Inc. to develop a comprehensive program of support for ELL's, including Universal ELL-friendly classrooms, and classroom push-ins by trained specialists.

3. Economically disadvantaged students: RPCS will provide educational support outside of school hours for students in need not only of academic enrichment but also of community engagement.

Application and Admission Periods and Procedures

A. Application Periods and Procedures

In its first year, RPCS will admit students in 6TH grade; going forward, RPCS will admit students in 6th grade, and students will be admitted in 7th grade only to address any shortfall. Each year the School will publicize the number of open seats in grades 6 and 7 and will collect applications for those seats from January 1 through April 1.

RPCS will not admit students beyond 7th grade. Vacancies occurring in the 6th and 7th grades during the school year will be backfilled from the School's waitlist (see below) until the end of December of each school year.

All applicants must submit an application, which 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 (although an email address is not required).

B. Enrollment Preferences

The School will provide an enrollment preference to applicants in the following order:

1. returning students;
2. siblings of current students;
3. children of employees of Integration Charter Schools, provided that children of such employees may constitute no more than 15% of RPCS's total enrollment; and
4. students residing in Community School District 31.

C. Lottery

In the event that applications exceed available seats, a formal, public lottery will be conducted and students will not be admitted prior to the lottery. To be eligible for admission through the lottery, interested families must submit applications from January 1st through April 1st. Applications received after April 1st will be added to the waitlist in the order in which they are received.

RPCS will provide public notice of the date, time, and place of the admissions lottery at least one week prior to the lottery date in a manner that is consistent with the New York Open Meetings Law. The lottery will be open to the public and held in a space that is open and accessible to the public, and shall be conducted and/or observed by a disinterested party.

In alignment with RPCS's mission of integrating students with disabilities, RPCS will utilize the NYSED Weighted Lottery Generator to increase the likelihood of serving more students with disabilities. RPCS 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.

The RPCS lottery will be held each year on the fourth Wednesday in April and the lottery results will be posted on the School's website by April 30th. Students accepted during the lottery will also receive a phone call and an email (if an email address is provided) by May 15th inviting them to enroll (register) before the school year begins in July.

D. Enrollment Process

Admitted students will receive an enrollment packet at registration. The enrollment packet will contain information about the requirements and deadlines for parents to request transportation to the School from the school district. RPCS staff will be available to answer family and student questions via phone, email, or in person to review the required enrollment papers. Parents with limited English proficiency will be provided with translation services upon request.

All students (with the exception of homeless students) must show proof of residency in the State of New York. The School will accept a billing statement (for example: gas, electric, cable television, rent receipt, etc.) with the name of the student's parent or guardian listed on the statement, as proof of residency.

Students who are admitted to the School based on an admissions preference must also submit documentation showing that the student qualifies for the admissions preference, as follows:

1. For the sibling preference, a sibling is defined as a child who resides in the same household as a current student and shares a parent or guardian with a current student. A parent must provide birth certificates for all siblings, showing matching parent names. A guardian must provide guardianship papers along with a notarized statement that includes the names of the siblings, the location where they reside, and a statement that the guardian provides primary care for the siblings.
2. For the Community School District preference, parents or guardians must show proof of residency (see above) in Community School District 31.

All enrollment packets must be returned to the school at least two (2) weeks before the school year begins in July. Applicants who fail to return completed enrollment packets to the School within that timeframe will risk forfeiting their student's seat at the School. Applicants who decline an offer of admission will be considered to have forfeited their student's seat, and the seat will immediately be offered to the first student on the waiting list.

Each year, RPCS will ask families to confirm that students plan to re-enroll for the upcoming school year in order to promote and ensure maximum enrollment in each grade.

E. Waitlist

The School will maintain a waitlist that will include an accurate record of the names of all

students not accepted for admission through the lottery, as well as their home addresses, telephone numbers and grade levels. Applications received after April 1st will be added to the waitlist in the order in which they are received. Students who are admitted off the waitlist will be notified in the same manner as students who are admitted through the lottery.

RPCS will not rollover the lottery waitlist from year to year.

Procedures for student withdrawal or transfer

RPCS is a public school of choice, both for application and withdrawal. Circumstances may arise where parents or guardians may wish to transfer his or her child to a different school. With parent or guardian permission, students may withdraw from RPCS 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 RPCS make every reasonable effort to help the student find a school that better serves the student's needs. RPCS will ensure the timely transfer of any necessary school records to the student's new school.

Table 2: Public Outreach Information

(Table 2 is not counted towards the page limits. Add more rows as necessary)

Richmond Preparatory Charter School

Dates of Outreach (month/date/year)	**Target Stakeholder Group**	**Description of Outreach**	**Location of Outreach**	**Input/Feedback Obtained**	**Action Taken on Feedback**	**Number of Attendees**
1/6/16	Educators, psychologists, community leaders	Organized a meet/greet with planning committee members to solicit feedback on application	JWLP/NV Charter Schools 1 Teleport Dr, 3rd Fl. SI, NY 10311	Exploring the possibility of applying the Lavelle Prep model to an Autism Spectrum school	Continue the planning process	15 members of the RPCS planning team
1/12/2017	Community members & leaders	Mass email promoting a Public Meeting for Richmond Prep	JWLP/NV Charter Schools 1 Teleport Dr, 3rd Fl. SI, NY 10311	Messages of encouragement	N/A	Over 200 people
1/17/2017	Community members & leaders	Media Advertisement: announcing the Public Meeting scheduled for 1/25/2017	SI Advance			
1/22/2016	Autism Spectrum Disorder expert	Strategic planning meeting with Joanne Gerenser, PhD, CCC-SLP and Leader in Behavioral Programming for Children with Autism and	Starbucks	Interest in participating in the planning process	Continue involvement in the planning process	2 Key members of the RPCS planning team

Table 2: Public Outreach Information

(Table 2 is not counted towards the page limits. Add more rows as necessary)

Richmond Preparatory Charter School

		Kenneth Byalin, PhD.				
1/25/2017	Community members & leaders	Public Meeting: Information Session for the RPCS	ICS Charter Schools 1 Teleport Dr, 3rd Fl. SI, NY 10311	Update the public on our plans	Community members	Lead members of RPCS planning team and some community people
2/2/2016	Autism Spectrum Disorder expert	Strategic planning meeting with Joanne Gerenser, PhD, CCC-SLP and Leader in Behavioral Programming for Children with Autism and Kenneth Byalin, PhD.	Starbucks	Joanne Gerenser agreed to take an active role moving forward with the planning	Continue involvement in the planning process	2 Key members of the RPCS planning team
2/10/2016	Autism Spectrum Disorder expert	Strategic planning meeting with Joanne Gerenser, PhD, CCC-SLP and Leader in Behavioral Programming for Children with Autism and	Starbucks	Joanne Gerenser agreed to take a leadership role moving forward with the planning	Continue involvement in the planning process	2 Key members of the RPCS planning team

Table 2: Public Outreach Information

(Table 2 is not counted towards the page limits. Add more rows as necessary)

Richmond Preparatory Charter School

		Kenneth Byalin, PhD.				
3/28/2016	Educators, psychologists, community leaders	RPCS planning committee meeting	JWLP/NV Charter Schools 1 Teleport Dr, 3rd Fl. SI, NY 10311	Identified ideal features of a school integrating spectrum students	Continue the planning process	14 Members of the RPCS planning team
5/6/2016	Elected Official	Meeting with NYS Assemblyman Michael Cusick and Kenneth Byalin, PhD.	Assemblyman Michael Cusick's Office: 1911 Richmond Ave # 110, Staten Island, NY 10314	Discussed challenges of finding a location for a school facility	Planning committee will keep Assemblyman Cusick posted	Key member of planning team and the Assemblyman
5/23/2016	Architect & Design Planners	Meeting with Vengoechea & Boyland Architecture/Urban Planning, LLP	JWLP/NV Charter Schools 1 Teleport Dr, 3rd Fl. SI, NY 10311	Discussed parameters of possible building design	No immediate action taken	Key member of the RPCS planning team and an Architectural firm
6/18/2016	Trustees	Strategy Meeting for both Lavelle Prep & New Ventures Trustees	JWLP/NV Charter Schools 1 Teleport Dr, 3rd Fl. SI, NY 10311	Update on planning	Continue the planning process	School Trustees and Key RPCS planning members
6/28/2016	Educators, psychologists, community	RPCS planning committee meeting	JWLP/NV Charter Schools 1 Teleport Dr, 3rd	Update on planning	Continue the planning process	8 Members of the RPCS planning team

Table 2: Public Outreach Information

(Table 2 is not counted towards the page limits. Add more rows as necessary)

Richmond Preparatory Charter School

	leaders		Fl. SI, NY 10311			
7/27/2016	Elected Official representative	Anthony Reinhart, Deputy Chief of Staff for Senator Andrew J. Lanza & Kenneth Byalin, PhD.	Senator Andrew J Lanza's office, 3845 Richmond Ave # 2, Staten Island, NY 10312	Updated him on NEW school plans	Mr. Reinhart was supportive and will update the Senator. The team is encouraged to proceed	2 Key members of the RPCS planning team
9/20/2016	Educators, psychologists, community leaders	RPCS planning meeting with committee members	JWLP/NV Charter Schools 1 Teleport Dr, 3rd Fl. SI, NY 10311	Set goals for the program/school	Continue the planning process	14 members of the RPCS planning team
9/27/2016	Charter School Authorizer	Meeting between Ralph Rossi, Esq. SUNY Charter School Institute	SUNY Global Center 116 E 55th St, New York, NY 10022	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.
11/9/2016	Architect & Design Planners	Meeting with Vengoechea & Boyland Architecture/Urban Planning, LLP and Kenneth Byalin, PhD	JWLP/NV Charter Schools 1 Teleport Dr, 3rd Fl. SI, NY 10311	Identified key designed elements	Architects present design proposal	Key member of the RPCS planning team and the Architectural firm

Table 2: Public Outreach Information

(Table 2 is not counted towards the page limits. Add more rows as necessary)

Richmond Preparatory Charter School

11/16/2016	Elected Official representative	Meeting with Angela Lesane, Deputy Chief of Staff for Councilman Matteo and Kenneth Byalin, PhD.	Hilton Garden Inn Staten Island, NY	Updated her on NEW school plans	Mr. Lesane was supportive and will update Councilman Matteo. The team is encouraged to proceed	Key member of RPCS planning team and 1 representative from the elected official's office
11/18/2016	Appointed Official	Meeting with Edward Burke, Deputy Borough President of Staten Island and Kenneth Byalin, PhD	Borough Hall 10 Richmond Terrace SI, NY 10301	Updated him on NEW school plans	Mr. Burke was supportive and the team is encouraged to proceed	Key member of the RPCS planning team and the Deputy Borough President of SI
11/23/2016	Autism Spectrum Disorder expert	Strategic planning meeting with Joanne Gerenser, PhD, CCC-SLP and Leader in Behavioral Programming for Children with Autism and Kenneth Byalin, PhD.	Starbucks	Moving forward with the planning	Continue involvement in the planning process	2 Key members of the RPCS planning team
11/28/2016	Community Leader	Meeting with Michael Coppotelli,	Hilton Garden Inn, SI, NY 10311	Updating Mr. Coppotelli on the NEW school	Mr. Coppotelli was supportive and the team is	Key member of the RPCS planning team and

Table 2: Public Outreach Information

(Table 2 is not counted towards the page limits. Add more rows as necessary)

Richmond Preparatory Charter School

		Associate Superintendent for the Archdioceses of NYC and Kenneth Byalin, PhD.		plans	encouraged to proceed	a Community Leader
12/2/2016	Architect & Design Planners	Meeting with Vengoechea & Boyland Architecture/Urban Planning, LLP and Kenneth Byalin, PhD	JWLP/NV Charter Schools 1 Teleport Dr, 3rd Fl. SI, NY 10311	Submitted plan details for use of new facility	Continue to move forward	Key members of the RPCS planning team and an Architectural firm
12/14/2016	Elected Official	Meeting with NYS Assemblyman Michael Cusick and Kenneth Byalin, PhD.	Assemblyman Cusick's Office: 1911 Richmond Ave # 110, Staten Island, NY 10314	Update on plans	Assemblyman Cusick is supportive and the team is encouraged to proceed	Key member of the RPCS planning team and the Assemblyman
1/4/2017	Community leader & key member of planning team	Strategic planning meeting with Joanne Gerenser, PhD, CCC-SLP and Leader in Behavioral Programming for Children with Autism, David Sorkin, Executive Dir. of the Jewish	Pasticceria Bruno 1650 Hylan Blvd, Staten Island, NY 10305	Update on plans	Mr. Sorkin is supportive and the team is encouraged to proceed	Key members of the RPCS planning team and community leaders

Table 2: Public Outreach Information

(Table 2 is not counted towards the page limits. Add more rows as necessary)

Richmond Preparatory Charter School

		Community Center on SI, NY and Kenneth Byalin, PhD.				
1/9/2017-1/10/2017	Meeting Autism Spectrum providers from around the country	Participated in the Council of Autism Service Providers convention with Joan Gerenser, PhD, CCC-SLP and Leader in Behavioral Programming for Children with Autism & Kenneth Byalin, PhD	Las Vegas, Nevada	Many different prospective on the challenges of serving the Autism population	Sharpen the focus on education related services	Key members of the RPCS planning team members
1/17/2017	Elected Official	Planning meeting with SI Borough President James Oddo and Kenneth Byalin, PhD	Borough Hall 10 Richmond Terrace SI, NY 10301	Update on plans	Borough President was supportive	Key member of the RPCS planning team and the SI Borough President
1/25/2017	Community members	Open Meeting: Information Session for the RPCS	JWLP/NV Charter Schools 1 Teleport Dr, 3rd Fl.	Update the public on our plans	Community members	Lead members of RPCS planning team and some community people

Table 2: Public Outreach Information

(Table 2 is not counted towards the page limits. Add more rows as necessary)

Richmond Preparatory Charter School

			SI, NY 10311			
2/3/2017	Educators & ASD Experts	Center for Autism and Related Disabilities	Westchester Marriott 670 White Plains Rd Tarrytown, NY 10591	Many different prospectives on the challenges of serving the Autism population	Sharpen the focus on education related services	Key members of the RPCS planning team
2/8/2017	Educators, psychologists, ASD Experts	Frank D. Paulo Intermediate School 75/ Nest Program	455 Huguenot Ave State Island, NY 10312	Opportunity to observe best practices and different models on integrating ASD students with non ASD students	Presented pertinent information & new ideas at RPCS Planning & ICS Management meetings	Key member of the RPCS planning team
3/24/2017	Educators & ASD Experts	Myra Barnes Intermediate School 24/ TAP (Transitional Asperger Program)	225 Cleveland Avenue Staten Island	Opportunity to observe best practices and different models on integrating ASD students with non ASD students	Presented pertinent information & new ideas at RPCS Planning & ICS Management meetings	Key member of the RPCS planning team
3/28/2017	College Students on the Autism Spectrum	Focus Group/Student meeting at the College of Staten Island	CUNY College of Staten Island CSI Campus Staten Island, NY	Gathering feedback from ASD students to assist with program development	Presented pertinent information & new ideas at RPCS Planning & ICS Management meetings	Key member of the RPCS planning team

Table 2: Public Outreach Information

(Table 2 is not counted towards the page limits. Add more rows as necessary)

Richmond Preparatory Charter School

05/4/2017	Educators & ASD Experts	Visited/Toured the Neighborhood Charter School of Harlem	132 W 124th St, New York, NY 10027	Opportunity to observe best practices and different models on integrating ASD students with non ASD students	Presented pertinent information & new ideas at RPCS Planning & ICS Management meetings	Key member of the RPCS planning team
10/27/2017	Educators & ASD Experts	Center for Autism and Related Disabilities	Albany, NY	Many different prospectives on the challenges of serving the Autism population	Sharpen the focus on education related services	Key members of the RPCS planning team
12/14/2017	Autism Spectrum Disorder expert	Strategic planning meeting with Joanne Gerenser, PhD, CCC-SLP and Leader in Behavioral Programming for Children with Autism	Kings Arms Diner Staten Island, NY	Moving forward with the planning	Continue involvement in the planning process	Ken & Joanne Gerenser
12/20/2017	Computer science & IT Experts	Curriculum Planning meeting for the Computer Science Pathway	ICS Main Office Corporate Commons Two @ 2 Teleport Drive, SI, NY	Moving forward with Curriculum planning for the Computer Science Path	Continue involvement in the planning process	Matthew Kiefer, Tom Uttaro & Rey Duncanson
January 2018 - ongoing	Staff & Educators	Weekly Planning meetings for Richmond	ICS Main Office Corporate Commons Two @ 2	Moving forward with planning	Continue involvement in the planning	Key members of the RPCS planning team

Table 2: Public Outreach Information

(Table 2 is not counted towards the page limits. Add more rows as necessary)

Richmond Preparatory Charter School

		Preparatory Charter School	Teleport Drive, SI, NY		process	
2/27/2018	Community members & leaders	Media Advertisement: announcing the Public Meeting scheduled for 1/25/2017	SI Advance			
2/28/2018	Community Members & Leaders	Mass email promoting a Public Meeting be held to learn more about RPREP		Messages of encouragement	N/A	Over 200 people
3/1/ 2018	Community members	Public Meeting: Information Session for the RPCS	ICS Charter Schools 1 Teleport Dr, 3rd Fl. SI, NY 10311	Update the public on our plans	Community members	Lead members of RPCS planning team and some community people
3/1/ 2018	Parent Focus Group	Focus Group: Parents of Children on the Autism Spectrum who have graduated from HS and are struggling to find employment/ or continue their				

Table 2: Public Outreach Information

(Table 2 is not counted towards the page limits. Add more rows as necessary)

Richmond Preparatory Charter School

		education				
March 8th & 9th 2018	Educators & ASD Experts	Center for Autism Conference	670 White Plains Rd Tarrytown, NY 10591	TBD	TBD	Key members of the RPCS planning team

RICHMOND PREPARATORY CHARTER SCHOOL

Attachment 2a –Initial Samples of Public Outreach

A sampling of documentary evidence is attachments

- Invitations sent for meetings.
- Attendance lists from meetings.
- Public meeting flyer with sign–in sheet and signatures.
- Minutes from public meetings.
- Survey was conducted to gauge interest for the Richmond Preparatory Charter School on Staten Island (results are attached).
- Public Awareness Campaigns: An email distributing the attached ***Public Announcement*** flyer was sent on January 12th, 2017 to over 200 friends, community people & business liaisons of Integration Charter Schools requesting their attention and participation. The same Ad also ran in the Staten Island Advance on January 17, 2017 and was electronically rotated on SI Live with over 75,000 impressions targeted for 6,7 & 8 grade parents. An additional Public Meeting is scheduled for March 1, 2018, see attached flyer.
- Copies of Support letters: Five are included to date and we are anticipated several more Media announcements: A survey was created & distributed via social media to solicit feedback gauging interest for parents in the Richmond Preparatory Charter School.
- ANNOUNCEMENTS of our intention to apply for a new Charter have been posted on our schools websites along with a comment box requesting feedback from the community.

Attachments 2b: Evidence of Public Review Process

- Attached are copies of two print advertisements that ran in the Staten Island Advance on 1/17/2017 and 2/27/2018 and were electronically rotated on SI Live website with over 75,000 impressions targeted for 6,7 & 8 grade parents.
- Emails were distributed including the attached ***Public Announcement*** flyers and were sent on 1/12/2017 and 2/27/2018 to over 200 community members on Staten Island requesting their attention and participation.
- On January 25th. 2017 and March 1, 2018 public meetings were held, attached are flyers, minutes and attendance sheets.
- A survey was created and distributed via social media to solicit feedback and gauge interest for The Richmond Preparatory Charter School.
- A Richmond Preparatory Charter school website has been created and active for over 6 months which includes a link to a survey requesting feedback and interest from the public on our intentions to apply for a Charter for Richmond Prep. All comments are collected and checked regularly. This will remain available to the public indefinitely. http://integrationcharterschools.org/richmond-preparatory-charter-school/
- Lead members of the Richmond Prep planning committee have had many discussions regarding school planning with Staten Island Officials, community members and relevant stakeholders (refer to Table 2 Public Outreach Information).

Cashless tolls: Here's what you need to know

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

Susan Lenny Kang
skang@siadvance.com

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 pushed by Gov. Andrew Cuomo and began at the Gov. Hugh L. Carey (Brooklyn Battery) Tunnel on Jan. 4. 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 where they need to go.

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

So we reached out to the MTA for the answers.

How does cashless tolling work?

Tolls are collected from motorists without any toll barriers, tollbooths or dedicated 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 1150 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 its crossings where there is a carpool plan. Staten Island residents in the current Resident Discount Program will have their carpool tickets replaced with E-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 (not books) being returned to: TBTA Staten Island Resident Carpool Ticket Refund, Revenue Management, 2 Broadway, 22nd Floor, New York, NY 10004

The refund request will be processed within four weeks.

What if I forget my E-Z Pass?

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, not 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 violator is referred to the collections agency for recovery 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 over the course of five years.

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

Beginning in February, the violation fee will be increased to $100 at the Robert F. Kennedy, Bronx-Whitestone, 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, Cross Bay and Henry Hudson bridges. For commercial vehicles, failure to pay toll fees in the amount of $300 or more within five-year period will also result in registration suspensions.

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

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

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

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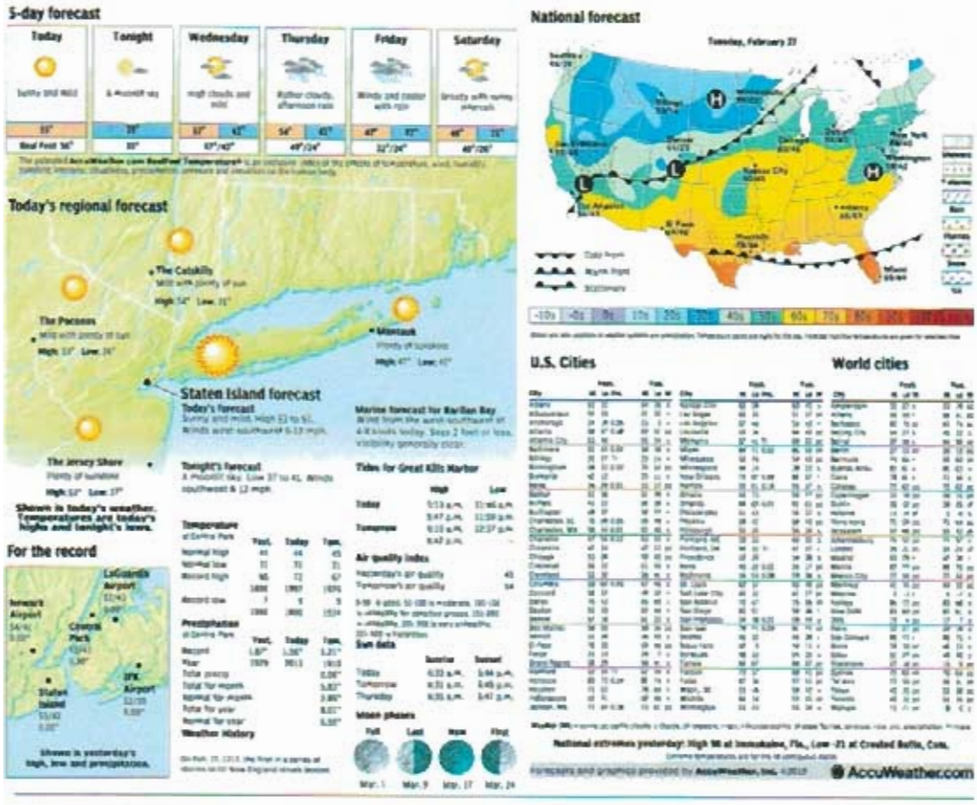
The Weather



PUBLIC ANNOUNCEMENT

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TIME: 5:00PM | LOCATION: Lavelle Prep Charter School
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PUBLIC ANNOUNCEMENT:
Richmond Preparatory Charter School
Thursday, January 25, 2017 @ 6PM

NAME (please print)	EMAIL CONTACT or CELL #

[redacted]

Autism Spectrum Open House
6PM January 25, 2016

Attendees: see sign in sheet

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- Challenges of a lottery application system
- Evolution in the process, name changes and proposed opening date
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Update based on feedback: comp sci focus too narrow, leaving college prep out of name invited misunderstanding by consumers / families. Clarified initiative of college prep. Richmond is placeholder for location

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Two moments in planning process beyond academics:

- Idea emerged that because CSI has identified on campus abut 80 kids with ASD in current student body (self identified) can we pair them with mentoring with kids in HS in 12th grade and earlier at RPCS
- Stories of students in college whose roommates have moved out early on due to social issues and integration process. Dormitory experience prior to college @ Wagner. RPCS rising seniors will spend the summer at Wagner living in dorms taking college courses so that if things get rough they are close to home, students and families will gain information to help them move forward. Helps make decisions regarding college selection and placement, living situations, etc. "We need to do stuff to help the students get ready."

Build a rich behavioral health support team. Create this option for them to go to school with "typical" kids, in a school setting with a similar population to college.

College degree – Computer based?
The way we thought about career skills is that some kids are going to say "I want to go to study ___," some will say "I never want to see that again," useful skills? Some kids will go to college and be able to use some of those skills to help pay for college so they are not faced with insurmountable debt. Uncertain what school population will look like, it could look like the SI demographic, or it could be a much poorer population joined primarily from the less successful public schools in the poorer neighborhoods.

Q- Will the school be proposed in PR moving forward as a school for students on the spectrum?
A: Formulation is it's a college prep program which welcomes and integrates students living on the ASD spectrum as well as students with other disabilities.
Response: When ICT became popular, parents didn't understand and still don't understand what that means and how it benefits everybody. Wondering, how the acceptance will work.
A: Our experience has been, we are extrapolating from a different population, were substituting for the ASD, a gigantic worry – the planning team spent 6 months worrying about what was going to happen with an integrated school. Divided equally between NO SPED and NO GENED would want to come. They all came. 1st year, open lottery – now we have a weighted lottery. Weighted lottery option is for categories: FRPL, ELL, SPED, etc. Using the SPED kid weighted lottery gives a leg up on ensuring the kids we want to serve get in to the school. At the tie we first opened, it was not an option. Original, 1/3 SPED 2/3 GENED. Good ratio fiscally and educationally. By the third year SPED had doubled and GENED went up 600%. In a situation that the lottery wasn't enabling enough SPED kids to get in, so we went back at end of YR3 amended YR4 charter for 40% of the seats.

FEDs constraint, similar to welfare for charter schools. Get good start up money – but you can't do a tiered lottery and get federal support. It's a 3 yr program you get it startup, Y1 and Y2.

Discussed the variable applicant pool.
But what we do know is the need is huge. There are more GenEd kids on the LP waiting list that we could not take in, and we could fill this new school without bringing in to the process the kids whose families and system are aware that the kids on the spectrum and this might be the best place.

What age group are we starting with?
Ken-6th

Joanne – technology piece – if it focuses heavily on it by selection we would get more ASD kids. Hope that even though it wont be called a tech school, we hope its visible. Some kids that apply in 6th grade they will struggle in abstract Regents exams but do very well in tech. Hope to link students to University to use it as career path.

Ken – are of commonality with GenEd kids. Football focus analogy. Heavy emphasis on computer types of programs – build comp focus in to regular curriculum. Part of the model is art with animation from Disney – Pixar. Kids do some drawing, digitizing, ex. in art. Music – production and electronic music. Can you write code that sounds like Mozart?

Q- Does Lavelle Prep use blended learning with computers?
Ken – varies in content area, more in middle school, in some subjects more than others – to some extent a function of what we've been able to find.
Intervention / program based.

K – new school will build on and add on to Advancement . Kids are in integrated classes all day, no ranking or tracking, Explained advancement skill focus rotations based on ability.

New school – both academic and social focuses in the advancement. Kids that are proficient in math don't need more advancement, they need to work on social skills.

Joanne – excited about tons of kids on the spectrum that are in GenEd MS and HS undiagnosed or diagnosed with no IEP bc academically on grade level. Because of rigorous grad requirements, the failure rate is a disaster in college.
Underemployment rate is a disaster. Loneliness and lack of relationships.
Have always seen autism as the same as those who are hearing and visual impaired. It's up to us to interact differently. So that starting at 6th grade we have a staff so highly trained to meet the insight and self-awareness that ASD lacks. If we can start at 6th grade and eventually 4th or 3rd, we build insight and tolerance. Social skills are not rudimentary.

Advantages and disadvantages of weighted lottery. Using it for SPED kids will increase the likelihood that a SPED student vs. a GENED kid would get chosen in the lottery.

Lavelle: Tiered lottery and get called and they don't have an IEP just like SINY kids go first. Identify wrong. Helpfulness for integration aspect.

Target ratio 60/40 for business model as well as educational model. We need to watch each year and see what kinds of corrections need to be made. We have found so far that SI parents zoned for certain middle schools are in terror. Parents of MS kids are afraid of sending kids to integrated school but by year 3 word was out that was mostly no problem. Certain programs have very bad reputations and parents will do anything to get them here. Even when we manage to convince parents about better placements/programs – if it's found in the neighborhood MS, the answer is "we would rather have them here where they are safe." Parents fight to keep their kids here against CSE recommendations.

Theresa- we don't compete directly with DOE models. We do a basic model of smaller classes, 18 max, 2 adults, generally 1 teacher cert in the conference and 1 TA

TA requirements talked about. Dually certified, SPED, teachers

Kingsboro – 22 in a class, 2 teachers in the ICT classes

Our model is universal. In no way special classes in the school. The stigma piece is nowhere across the board. So for the kids and visitors to the school, when you take a tour, you can't tell who the special ed kids are.

Reviewed Innovative Charter Program classification.

Co planning? Always a challenge. Not as much as we'd like to see it in the future. In the 1st year there was a lot of co-planning, and we've always built a very team family oriented atmosphere – and the teachers in the classroom were reluctant to take the lead. Didn't want to hurt TA feelings. Focus primarily on training teachers to be the lead. Metaphor – Teacher assistant the most expensive resource in the room.

Culture problem of everyone not equal but everyone can be a teacher. We will pay costs, etc. Pipeline, etc.

Q- faculty of RPCS will they have the autism piece?
Autism certification is a an extension.
Job market – shortage of teachers growing in the country. 1st credential is content area, inspiring teacher.

CSI resources devoted to teaching HS

Our commitment to our kids – and we have work to do- we brag about our 1st graduating class all 12 got Regents diplomas, all but 2 in college, 1 in trade school even though she got in to WVU, BUT we don't think they're as ready for college as we want them to be. Ex.) Improving the writing program.

Q- new school will focus on the social aspect?

A- yes, selectively. My guess is the gen ed kids will look like the Lavelle kids. Their advancement piece will focus there. IF 3, 5, 10 kids who at any grade level need a Wellness skill,

B- It's a step in the right direction. Needed. CSI colleagues say sad to see that a lot of students on or not on the spectrum are not prepared. Particularly the spectrum, they pass placement exams and do well academically but they're on the phone with professors.

PUBLIC ANNOUNCEMENT

INTEGRATION CHARTER SCHOOLS

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Thursday, March 1, 2018
to learn about our
exciting new school plans!

TIME: 5:00PM
LOCATION: Lavelle Prep Charter School
Corporate Commons One at 1 Teleport Drive, 3rd floor

Richmond Preparatory Charter School

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Proposed school opening 2019

For questions contact: Erin Celletti at
ecelletti@integrationcharterschools.org

http://integrationcharterschools.org/richmond-preparatory-charter-school/

Public Meeting Minutes: March 1, 2018

In attendance: Ken Byalin, Mary Cottingham, Jessica Carnavas, Teresa Peterford, two members of the community

Ken Byalin gave a brief overview of the plans for the Richmond Preparatory Charter School and then opened it up for Q&A and feedback.

Jess Carnavas: Spoke about how she believes there is a real need on SI for a school like RPREP and has family members who could personally benefit.

Community member: Would the school cater to the higher functioning students?

Ken Byalin explained that yes – this would be a college prep program for students on the spectrum. We realize an integrated program is not for all students dealing with Autism. That being said we feel this program will be helpful to a significant number of kids on SI.

Community member: Can you speak about the possibility of students Dorm-ing?

Ken Byalin clarified that the dorm room option wouldn't be in effect until much later on but the concept would be that students would have the opportunity to try sleeping away from home the summer before their senior year of HS. Wagner College could be a potential partner.

Teresa Peterford spoke briefly about the social & wellness component and how there would be a strong social & emotional piece to the curriculum.

Mary Cottingham asked if there would be support for the parents of the students.

Teresa Peterford mentioned how this question has come up in "parent-focus" groups and the plan is to explore further.

Community member: Will there be help for students around the college application process?

Ken Bylain - Yes we plan to have a college counselor on staff

Community member: Will you be supporting students who do not take the college road but instead look for a more vocational path.

Ken Byalin Remarked that this was not necessarily the focus of the program but he believes that in the future the State will have funding for "transitional support" for those students who lean more towards the vocational path.

PUBLIC ANNOUNCEMENT:
Richmond Preparatory Charter School
Thursday, March 1, 2018 @ 5PM

NAME (please print)	[redacted]
[redacted]	[redacted]

Richmond Preparatory Charter School Application

Richmond Preparatory Charter School Applicant Group Survey

Richmond Preparatory Charter School will provide a rigorous college preparatory education that will equip and empower students for success. RPCS will expect all students to graduate with a foundation to attend and succeed in college and in life. RPCS is designed to fully integrate students, on the autism spectrum as well as those living with other disabilities in all classes and activities. Our goal will be to achieve a ratio of general education to special education students of approximately 3:2, or 40% special education students and 60% general education students. Full integration of students will empower 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, RPCS will serve as an innovative educational model.

In 2016, the Center for Disease Control's Autism and Developmental Disabilities Monitoring reported 1 in 68 children in the US have been diagnosed with an Autism Spectrum Disorder and it is estimated that as many as 1,100 people on Staten Island from ages 0 to 21 have an autism spectrum disorder. Within the borough, which has the highest percentage of special needs students in the city, there are only 39 middle school NEST (a specialized educational program within the DOE for those on the ASD spectrum) seats. As a result, many students are failing to achieve post-high school success due to lack of available resources throughout their education. RPCS will be a much-needed educational model, specifically within Staten Island.

The RPCS Applicant Group welcomes and encourages feedback from the community. Please take a few minutes to answer this

0 of 6 answered

1. I am (check all that apply)

- ☐ A parent of an elementary school student
- ☐ Parent of a middle or high school student
- ☐ Parent of a child/children not currently in school
- ☐ Student
- ☐ Educator
- ☐ Other

2. Are you a Staten Island resident?

- ○ Yes
- ○ No

3. If you are a parent of an elementary school student would you submit an application for your child to attend this school when they enter 6th grade?

- ○ Yes
- ○ No
- ○ Not Applicable

4. Do you know of a student on Staten Island who would benefit from this type of school program?

- ○ Yes
- ○ No

5. Do you believe that the Richmond Preparatory Charter School would be a valuable addition to the Staten Island community?

- ○ Yes
- ○ No

6. Any additional feedback or comments?

DONE

Survey Results

In a recent survey of 107 people conducted by ICS, 79% of respondents said that they personally knew of a student residing on Staten Island who they believe would benefit from RPCS' unique program. Additionally and overwhelming, 96% of all those surveyed believed that the Richmond Preparatory Charter School would be a valuable addition to the Staten Island Community, and of the respondents who are parents of a school aged child, 72% said that they would submit an application for their child to attend.

JOHN W. LAVELLE PREP NEW VENTURES CHARTER SCHOOLS

Mary Cottingham [redacted]

Autism Spectrum Planning Meeting - 9/20/16

28 messages

[redacted]

Hello All,

We would like to hold a "planning meeting" for the Autism Spectrum school on **Tuesday, September 20th from 9AM to 1PM** at the school. Some agenda items for discussion will be: *creative planning, key design elements and training facilitators*.

Kindly take a minute to reply to this email with you availability to attend the above meeting.

Thank you,

Mary

Autism Spectrum Mtg 9-1pm
9/20/2016
Sign-In Sheet

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Response: When ICT became popular, parents didn't understand and still don't understand what that means and how it benefits everybody. Wondering, how the acceptance will work.
A: Our experience has been, we are extrapolating from a different population, were substituting for the ASD, a gigantic worry – the planning team spent 6 months worrying about what was going to happen with an integrated school. Divided equally between NO SPED and NO GENED would want to come. They all came. 1st year, open lottery – now we have a weighted lottery. Weighted lottery option is for categories: FRPL, ELL, SPED, etc. Using the SPED kid weighted lottery gives a leg up on ensuring the kids we want to serve get in to the school. At the tie we first opened, it was not an option. Original, 1/3 SPED 2/3 GENED. Good ratio fiscally and educationally. By the third year SPED had doubled and GENED went up 600%. In a situation that the lottery wasn't enabling enough SPED kids to get in, so we went back at end of YR3 amended YR4 charter for 40% of the seats.

FEDs constraint, similar to welfare for charter schools. Get good start up money – but you can't do a tiered lottery and get federal support. It's a 3 yr program you get it startup, Y1 and Y2.

Discussed the variable applicant pool.
But what we do know is the need is huge. There are more GenEd kids on the LP waiting list that we could not take in, and we could fill this new school without bringing in to the process the kids whose families and system are aware that the kids on the spectrum and this might be the best place.

What age group are we starting with?
Ken-6th

Joanne – technology piece – if it focuses heavily on it by selection we would get more ASD kids. Hope that even though it wont be called a tech school, we hope its visible. Some kids that apply in 6th grade they will struggle in abstract Regents exams but do very well in tech. Hope to link students to University to use it as career path.

Ken – are of commonality with GenEd kids. Football focus analogy. Heavy emphasis on computer types of programs – build comp focus in to regular curriculum. Part of the model is art with animation from Disney – Pixar. Kids do some drawing, digitizing, ex. in art. Music – production and electronic music. Can you write code that sounds like Mozart?

Q- Does Lavelle Prep use blended learning with computers?
Ken – varies in content area, more in middle school, in some subjects more than others – to some extent a function of what we've been able to find.
Intervention / program based.

K – new school will build on and add on to Advancement . Kids are in integrated classes all day, no ranking or tracking, Explained advancement skill focus rotations based on ability.

New school – both academic and social focuses in the advancement. Kids that are proficient in math don't need more advancement, they need to work on social skills.

Joanne – excited about tons of kids on the spectrum that are in GenEd MS and HS undiagnosed or diagnosed with no IEP bc academically on grade level. Because of rigorous grad requirements, the failure rate is a disaster in college. Underemployment rate is a disaster. Loneliness and lack of relationships.
Have always seen autism as the same as those who are hearing and visual impaired. It's up to us to interact differently. So that starting at 6th grade we have a staff so highly trained to meet the insight and self-awareness that ASD lacks. If we can start at 6th grade and eventually 4th or 3rd, we build insight and tolerance. Social skills are not rudimentary.

Advantages and disadvantages of weighted lottery. Using it for SPED kids will increase the likelihood that a SPED student vs. a GENED kid would get chosen in the lottery.

Lavelle: Tiered lottery and get called and they don't have an IEP just like SINY kids go first. Identify wrong. Helpfulness for integration aspect.

Target ratio 60/40 for business model as well as educational model. We need to watch each year and see what kinds of corrections need to be made. We have found so far that SI parents zoned for certain middle schools are in terror. Parents of MS kids are afraid of sending kids to integrated school but by year 3 word was out that was mostly no problem. Certain programs have very bad reputations and parents will do anything to get them here. Even when we manage to convince parents about better placements/programs – if it's found in the neighborhood MS, the answer is "we would rather have them here where they are safe." Parents fight to keep their kids here against CSE recommendations.

Theresa- we don't compete directly with DOE models. We do a basic model of smaller classes, 18 max, 2 adults, generally 1 teacher cert in the conference and 1 TA

TA requirements talked about. Dually certified, SPED, teachers

Kingsboro – 22 in a class, 2 teachers in the ICT classes

Our model is universal. In no way special classes in the school. The stigma piece is nowhere across the board. So for the kids and visitors to the school, when you take a tour, you can't tell who the special ed kids are.

Reviewed Innovative Charter Program classification.

Co planning? Always a challenge. Not as much as we'd like to see it in the future. In the 1st year there was a lot of co-planning, and we've always built a very team family oriented atmosphere – and the teachers in the classroom were reluctant to take the lead. Didn't want to hurt TA feelings. Focus primarily on training teachers to be the lead. Metaphor – Teacher assistant the most expensive resource in the room.

Culture problem of everyone not equal but everyone can be a teacher. We will pay costs, etc. Pipeline, etc.

Q- faculty of RPCS will they have the autism piece?
Autism certification is a an extension.
Job market – shortage of teachers growing in the country. 1st credential is content area, inspiring teacher.

CSI resources devoted to teaching HS

Our commitment to our kids – and we have work to do- we brag about our 1st graduating class all 12 got Regents diplomas, all but 2 in college, 1 in trade school even though she got in to WVU, BUT we don't think they're as ready for college as we want them to be. Ex.) Improving the writing program.

Q- new school will focus on the social aspect?

A- yes, selectively. My guess is the gen ed kids will look like the Lavelle kids. Their advancement piece will focus there. IF 3, 5, 10 kids who at any grade level need a Wellness skill,

B- It's a step in the right direction. Needed. CSI colleagues say sad to see that a lot of students on or not on the spectrum are not prepared. Particularly the spectrum, they pass placement exams and do well academically but they're on the phone with professors.

Richmond Preparatory Charter School Application

Richmond Preparatory Charter School Applicant Group Survey

Richmond Preparatory Charter School will provide a rigorous college preparatory education that will equip and empower students for success. RPCS will expect all students to graduate with a foundation to attend and succeed in college and in life. RPCS is designed to fully integrate students, on the autism spectrum as well as those living with other disabilities in all classes and activities. Our goal will be to achieve a ratio of general education to special education students of approximately 3:2, or 40% special education students and 60% general education students. Full integration of students will empower 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, RPCS will serve as an innovative educational model.

In 2016, the Center for Disease Control's Autism and Developmental Disabilities Monitoring reported 1 in 68 children in the US have been diagnosed with an Autism Spectrum Disorder and it is estimated that as many as 1,100 people on Staten Island from ages 0 to 21 have an autism spectrum disorder. Within the borough, which has the highest percentage of special needs students in the city, there are only 39 middle school NEST (a specialized educational program within the DOE for those on the ASD spectrum) seats. As a result, many students are failing to achieve post-high school success due to lack of available resources throughout their education. RPCS will be a much-needed educational model, specifically within Staten Island.

The RPCS Applicant Group welcomes and encourages feedback from the community. Please take a few minutes to answer this

0 of 6 answered

1. I am (check all that apply)

- ☐ A parent of an elementary school student
- ☐ Parent of a middle or high school student
- ☐ Parent of a child/children not currently in school
- ☐ Student
- ☐ Educator
- ☐ Other

2. Are you a Staten Island resident?

- ○ Yes
- ○ No

3. If you are a parent of an elementary school student would you submit an application for your child to attend this school when they enter 6th grade?

- ○ Yes
- ○ No
- ○ Not Applicable

4. Do you know of a student on Staten Island who would benefit from this type of school program?

- ○ Yes
- ○ No

5. Do you believe that the Richmond Preparatory Charter School would be a valuable addition to the Staten Island community?

- ○ Yes
- ○ No

6. Any additional feedback or comments?

DONE

Survey Results

In a recent survey of 107 people conducted by ICS, 79% of respondents said that they personally knew of a student residing on Staten Island who they believe would benefit from RPCS' unique program. Additionally and overwhelming, 96% of all those surveyed believed that the Richmond Preparatory Charter School would be a valuable addition to the Staten Island Community, and of the respondents who are parents of a school aged child, 72% said that they would submit an application for their child to attend.

PUBLIC ANNOUNCEMENT

JOHN W. LAVELLE PREP
NEW VENTURES
CHARTER SCHOOLS

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

PUBLIC ANNOUNCEMENT

INTEGRATION CHARTER SCHOOLS

Join us on
Thursday, March 1, 2018
to learn about our
exciting new school plans!

TIME: 5:00PM
LOCATION: JWLP Charter School

Richmond Preparatory Charter School

RPCS provides a rigorous college preparatory education that equips and empowers students for success. RPCS welcomes all students, especially those on the autism spectrum, and fully integrates all students in its classes and activities. RPCS will provide all students with a foundation that will enable them to graduate ready to attend college and succeed in college and in life. With a school-wide focus on computer science education and with specialized social emotional supports, full integration of students empowers them to break down barriers through the power of their daily academic and social experience. This enables them to develop the academic skills, emotional fluency, self-advocacy skills and confidence required to be successful students today and thoughtful, open-minded individuals tomorrow.

Proposed school opening 2019

For questions contact: Erin Celletti at ecelletti@lavelleprep.org
Phone: 347.855.2238 ** www.Integrationchartetr.school.org

February 5, 2018

Dr. Kenneth Byalin, President
Integration Charter School
Corporate Commons Two
[redacted]

Dear Dr. Byalin,

I write in support of your proposal to open the Richmond Preparatory Charter School (RPCS), which would be a public charter school on Staten Island dedicated to integrating students with and without autism and providing them with a rigorous education that readies them for college and empowers them for success.

Ensuring that the children of our borough, especially students diagnosed on the autism spectrum, have access to an environment that supports their educational and personal growth is important to the strength of our local community. As you know, Staten Island has the highest number of special needs students in the city, and incidences of autism have greatly grown in the U.S., with about 1 in 68 children being diagnosed with autism spectrum disorder today. By creating a setting that encourages young girls and boys with and without autism to realize their unique strengths and talents, RPCS will help ensure that all students have an opportunity 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 all our students, including those who are vulnerable or have special needs.

The school's proposed mission of providing a high-quality education through integrated learning is a valuable and productive endeavor, and I fully support your work to open the Richmond Preparatory Charter School. 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.
Member of Congress

☐ DISTRICT OFFICE
900 SOUTH AVENUE, SUITE 403
STATEN ISLAND, NY 10314
(718) 980-1017
FAX (718) 980-1051

☐ CITY HALL OFFICE
NEW YORK, NY 10007
(212) 788-7159

smatteo@council.nyc.gov

THE COUNCIL OF
THE CITY OF NEW YORK

STEVEN MATTEO

MINORITY LEADER

COUNCIL MEMBER • 50TH DISTRICT
STATEN ISLAND

CHAIR

STANDARDS AND ETHICS

COMMITTEES
FINANCE
RULES, PRIVILEGES AND ELECTIONS

SUBCOMMITTEE ON CAPITAL

February 2, 2018

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

Dear Dr. Byalin,

I am writing to express my strong support for your plans to apply for a new charter school, Richmond Preparatory Charter School's (RPCS).

As Minority Leader in the New York City Council representing the Mid-Island community, I am keenly aware of the need for greater borough equity when it comes to education readiness on Staten Island at the City level. My office assists with a wide range of issues, and I am mindful of the need for a school that will fully integrate students with an Autism Spectrum diagnosis, which is greatly needed in my community on Staten Island and beyond.

RPCS will afford a scholastic opportunity to all students in a small classroom setting while incorporating a Computer Science Curriculum. The Integration Charter Schools Network has been proven to be an innovative education design that will create an environment for Autism-integration that will be equally successful. This unique program of study will develop the intellectual strengths and meaningful relationships among the students' peers and staff in a small class environment.

Therefore, I consider it of critical importance that you are successful in applying for the Charter status for the Richmond Preparatory Charter School. Best wishes for success to RPCS, and please contact me for further assistance in this matter.

Very truly yours,

Steven Matteo
Minority Leader, 50th District

SM/eb

ST. JOHN'S
UNIVERSITY

300 Howard Avenue, Staten Island, NY 10301

February 2, 2018

Dr. Kenneth Byalin, President
Integration Charter Schools
Corporate Commons Two
[redacted]

Dear Dr. Byalin,

I am writing to express my sincere congratulations as you apply for a new charter school, The Richmond Preparatory Charter School!

The foundation of your work is grounded in the culture and mission of what we hold true at St. John's University. RPCS will equip all students, especially those with the Autism spectrum, the attitude, knowledge and skills to manage challenges, improve social skills, as well as being prepared for college admission.

College-readiness begins with small class sizes, the organization of rich faculty, and access to innovative technology for students to develop their talents and passions.

At The Richmond Preparatory Charter School, students will receive the necessary tools for success, and I am happy to support this initiative.

I wish you all the best for success of The Richmond Preparatory Charter School.

Sincerely,

James O'Keefe

James O'Keefe, Ph.D.
Vice Provost and Professor of Criminal Justice and Homeland Security

WAGNER COLLEGE

OFFICE OF THE PRESIDENT

February 6, 2018

Dr. Kenneth Byalin, President
Integration Charter Schools
Corporate Commons Two
[redacted]

Dear Dr. Byalin,

I am writing to express my enthusiastic support and excitement for your plans to apply for a new charter school, Richmond Preparatory Charter School.

I believe that increased educational services and integration of students with Autism and other special needs is not only imperative, but is deeply needed not only on Staten Island, but beyond. This is specially brought to light by the CDC's report that in 2016, 1 in 68 children in the U.S. have been diagnosed with an Autism Spectrum Disorder.

As a supporter of the Integration Charter Schools Network I have seen the innovative and passionate mission of inclusion come to life, and believe that a school with an autism-integration mission is forward thinking, and progressive.

The small class sizes, dual certified teachers, and incorporation of a computer science curriculum will provide a unique setting for students to realize their talents and strengths while developing meaningful relationships with peers and staff in a small setting. All students deserve an opportunity to learn and to go to college. With a model like this proposed school, both students with ASD and those without will receive every opportunity for success.

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

Sincerely,

Richard Guarasci
President

One Campus Road • Staten Island, New York 10301 • Phone 718-390-3131 • www.wagner.edu

SAINT PAUL'S SCHOOL OF NURSING

STATEN ISLAND CAMPUS

Dr. Kenneth Byalin, President
Integration Charter Schools
[redacted]

February 7, 2018

Dear, Dr. Byalin,

I am writing to support the exciting and affirming plans to apply for a new charter school, Richmond Preparatory Charter School.

Increased educational services and the integration of students with Autism and other special needs is an educational imperative on Staten Island and beyond.

As a supporter of the Integration Charter Schools Network and your next door neighbor in [redacted] I have seen firsthand the dedication and commitment that will guarantee success for Richmond Preparatory School.

Best wishes for this new endeavor and feel free to contact me if I can be of any further assistance.

Sincerely,

David L.B. Smith
President, St. Paul's School of Nursing
[redacted]

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 Keag
skeag@siadvance.com

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 pushed by Gov. Andrew Cuomo and began at the Gov. Hugh L. Carey (Brooklyn Battery) Tunnel on Jan. 4. 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 where they need to go.

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

So we reached out to the MTA for the answers.

How does cashless tolling work?

Tolls are collected from motorists without any toll barriers, tollbooths or dedicated 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-Z Pass 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-Z Pass Customer Service Center at 1150 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 its crossings where there is a carpool plan. Staten Island residents in the current Resident Discount Program will have their carpool tickets replaced with E-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 (not books) being returned to: TBTA 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-Z Pass?

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, not 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 violator is referred to the collections agency for recovery 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 over the course of five years.

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

Beginning in February, the violation fee will be increased to $100 at the Robert F. Kennedy, Bronx-Whitestone, 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, Cross Bay and Henry Hudson bridges. For commercial vehicles, failure to pay toll fees in the amount of $200 or more within five-year period will also result in registration 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.
Staten Island Advance

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.

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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.

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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

Required Attachment 2 c: Evidence of Community Support

Attached are 12 letters of support for the Richmond Preparatory Charter School from a number of Staten Island Officials, Educational Institutions, and Community Leaders & Organizations.

OFFICE OF THE BOROUGH PRESIDENT
10 RICHMOND TERRACE
STATEN ISLAND, NY 10301

JAMES S. ODDO
BOROUGH PRESIDENT
718.816.2200
WWW.STATENISLANDUSA.COM

RECEIVED
FEB 26 2018

February 13, 2018

Dr. Kenneth Byalin
Integration Charter Schools
Corporate Commons Two
[redacted]

Dear Dr. Byalin,

As Staten Island's Borough President, it is my belief that we have an immediate need for increased educational services for students with autism and other special needs. I also believe that there is great benefit to integrating students on the Autism Spectrum with students not on the spectrum.

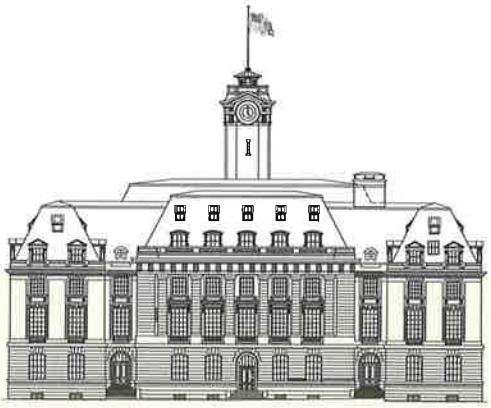
For these reasons, I would like to offer my enthusiastic support for the Richmond Preparatory Charter School.

I have been a whole-hearted supporter of the Integration Charter School Network, and have been impressed with the success of your forward-thinking mission of integration and small class sizes. As well, I think that the incorporation of a Computer Science Curriculum will give these students a unique opportunity to explore their talents and strengthen their skills

I wish you the best of luck with the Richmond Preparatory Charter School, and please do not hesitate to reach out to me if I can be of any further assistance.

Sincerely,

James S. Oddo
President, Borough of Staten Island



VICE-CHAIR
CODES
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BANKS
CHILDREN AND FAMILIES
CIVIL SERVICE AND PENSIONS
ETHICS
INSURANCE
JUDICIARY
LABOR
RULES
E-MAIL ADDRESS
SAVINO@NYSENATE.GOV

THE SENATE
STATE OF NEW YORK

DIANE J. SAVINO
SENATOR, 23RD DISTRICT
INDEPENDENT DEMOCRATIC CONFERENCE
LIAISON TO THE EXECUTIVE BRANCH

ALBANY OFFICE:
ROOM 315
LEGISLATIVE OFFICE BUILDING
ALBANY, NEW YORK 12247
PHONE: (518) 455-2437
FAX: (518) 426-6943
DISTRICT OFFICE:
36 RICHMOND TERRACE, STE. 112
STATEN ISLAND, NEW YORK 10301
PHONE: (718) 727-9406
FAX: (718) 727-9426
SATELLITE OFFICE:
2872 W. 15TH STREET
BROOKLYN, NEW YORK 11224
PHONE: (718) 333-0311
FAX: (347) 492-3263

February 2, 2018

Dr. Kenneth Byalin, President
Integration Charter Schools
Corporate Commons Two
[redacted]

Dear Dr. Byalin:

I am writing to express my enthusiastic support and excitement for your plans to apply for a new charter school, Richmond Preparatory Charter School.

I believe that increased educational services and integration of students with Autism and other special needs is not only imperative, but is sorely needed not only on Staten Island, but everywhere

As a supporter of the Integration Charter Schools Network, I have seen the innovative and passionate mission of integration come to life, and believe that a school with an autism-integration mission is forward thinking, and progressive.

Both the small class sizes and incorporation of a Computer Science Curriculum will provide a unique setting for students to realize their talents and strengths while developing meaningful relationships with peers and staffs in a small setting. All students deserve an opportunity to learn and to go to college. With a model like this proposed school, both students with ASD and those without will receive every opportunity.

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

Sincerely,

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

February 5, 2018

Dr. Kenneth Byalin, President
Integration Charter School
Corporate Commons Two
[redacted]

Dear Dr. Byalin,

I write in support of your proposal to open the Richmond Preparatory Charter School (RPCS), which would be a public charter school on Staten Island dedicated to integrating students with and without autism and providing them with a rigorous education that readies them for college and empowers them for success.

Ensuring that the children of our borough, especially students diagnosed on the autism spectrum, have access to an environment that supports their educational and personal growth is important to the strength of our local community. As you know, Staten Island has the highest number of special needs students in the city, and incidences of autism have greatly grown in the U.S., with about 1 in 68 children being diagnosed with autism spectrum disorder today. By creating a setting that encourages young girls and boys with and without autism to realize their unique strengths and talents, RPCS will help ensure that all students have an opportunity 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 all our students, including those who are vulnerable or have special needs.

The school's proposed mission of providing a high-quality education through integrated learning is a valuable and productive endeavor, and I fully support your work to open the Richmond Preparatory Charter School. 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.
Member of Congress

☐ DISTRICT OFFICE
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THE COUNCIL OF
THE CITY OF NEW YORK

STEVEN MATTEO

MINORITY LEADER

COUNCIL MEMBER • 50TH DISTRICT
STATEN ISLAND

CHAIR

STANDARDS AND ETHICS

COMMITTEES
FINANCE
RULES, PRIVILEGES AND ELECTIONS

SUBCOMMITTEE ON CAPITAL

February 2, 2018

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

Dear Dr. Byalin,

I am writing to express my strong support for your plans to apply for a new charter school, Richmond Preparatory Charter School's (RPCS).

As Minority Leader in the New York City Council representing the Mid-Island community, I am keenly aware of the need for greater borough equity when it comes to education readiness on Staten Island at the City level. My office assists with a wide range of issues, and I am mindful of the need for a school that will fully integrate students with an Autism Spectrum diagnosis, which is greatly needed in my community on Staten Island and beyond.

RPCS will afford a scholastic opportunity to all students in a small classroom setting while incorporating a Computer Science Curriculum. The Integration Charter Schools Network has been proven to be an innovative education design that will create an environment for Autism-integration that will be equally successful. This unique program of study will develop the intellectual strengths and meaningful relationships among the students' peers and staff in a small class environment.

Therefore, I consider it of critical importance that you are successful in applying for the Charter status for the Richmond Preparatory Charter School. Best wishes for success to RPCS, and please contact me for further assistance in this matter.

Very truly yours,

Steven Matteo
Minority Leader, 50th District

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THE COUNCIL
OF
THE CITY OF NEW YORK

JOSEPH C. BORELLI

MINORITY WHIP
COUNCIL MEMBER, 51ST DISTRICT, STATEN ISLAND

CHAIR
FIRE AND EMERGENCY MANAGEMENT

COMMITTEES
EDUCATION
PARKS AND RECREATION
CULTURAL AFFAIRS, LIBRARIES, AND INTERNATIONAL INTERGROUP RELATIONS
FOR-HIRE VEHICLES

March 5, 2018

Dr. Kenneth Byalin
President,
Integration Charter Schools
Corporate Commons Two
[redacted]

Dear Dr. Byalin,

I hope this letter finds you well!

It was a pleasure meeting with you last month to discuss your plan to apply for a new charter school that would be based in Staten Island. As a matter of fact, I am writing to express my support for your application because I believe that the increased educational services, coupled with the integration of students with Autism Spectrum Disorder and other special needs, is of great desire in our community.

I have been a supporter of the Integration Charter School Network since the start of my career in public service because they have lived true to their innovative and passionate mission of integration and ensuring that every student succeeds no matter the odds.

Small class sizes and the incorporation of a Computer Science Curriculum will provide a unique setting for students to realize their talents and strengths while developing meaningful relationships with peers and staff in a small setting. Every child deserves an opportunity to learn and further their education, and if the Richmond Preparatory Charter School becomes a reality, then every student will surely succeed.

I fully support your plan to apply for this new charter school, Richmond Preparatory Charter School, and I wish you the very best of luck in this endeavor. If I can be of any further assistance, please do not hesitate to contact me directly at [redacted]

Respectfully yours,

Joseph C. Borelli
Council Member
51st District

WAGNER COLLEGE

OFFICE OF THE PRESIDENT

February 6, 2018

Dr. Kenneth Byalin, President
Integration Charter Schools
Corporate Commons Two
[redacted]

Dear Dr. Byalin,

I am writing to express my enthusiastic support and excitement for your plans to apply for a new charter school, Richmond Preparatory Charter School.

I believe that increased educational services and integration of students with Autism and other special needs is not only imperative, but is deeply needed not only on Staten Island, but beyond. This is specially brought to light by the CDC's report that in 2016, 1 in 68 children in the U.S. have been diagnosed with an Autism Spectrum Disorder.

As a supporter of the Integration Charter Schools Network I have seen the innovative and passionate mission of inclusion come to life, and believe that a school with an autism-integration mission is forward thinking, and progressive.

The small class sizes, dual certified teachers, and incorporation of a computer science curriculum will provide a unique setting for students to realize their talents and strengths while developing meaningful relationships with peers and staff in a small setting. All students deserve an opportunity to learn and to go to college. With a model like this proposed school, both students with ASD and those without will receive every opportunity for success.

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

Sincerely,

Richard Guarasci
President

[redacted]

ST. JOHN'S
UNIVERSITY

300 HOWARD AVENUE, STATEN ISLAND, NY 10301

February 2, 2018

Dr. Kenneth Byalin, President
Integration Charter Schools
Corporate Commons Two
[redacted]

Dear Dr. Byalin,

I am writing to express my sincere congratulations as you apply for a new charter school, The Richmond Preparatory Charter School!

The foundation of your work is grounded in the culture and mission of what we hold true at St. John's University. RPCS will equip all students, especially those with the Autism spectrum, the attitude, knowledge and skills to manage challenges, improve social skills, as well as being prepared for college admission.

College-readiness begins with small class sizes, the organization of rich faculty, and access to innovative technology for students to develop their talents and passions.

At The Richmond Preparatory Charter School, students will receive the necessary tools for success, and I am happy to support this initiative.

I wish you all the best for success of The Richmond Preparatory Charter School.

Sincerely,

James O'Keefe

James O'Keefe, Ph.D.
Vice Provost and Professor of Criminal Justice and Homeland Security

SAINT PAUL'S SCHOOL OF NURSING

STATEN ISLAND CAMPUS

Dr. Kenneth Byalin, President
Integration Charter Schools
[redacted]

February 7, 2018

Dear, Dr. Byalin,

I am writing to support the exciting and affirming plans to apply for a new charter school, Richmond Preparatory Charter School.

Increased educational services and the integration of students with Autism and other special needs is an educational imperative on Staten Island and beyond.

As a supporter of the Integration Charter Schools Network and your next door neighbor in 2 Teleport, I have seen firsthand the dedication and commitment that will guarantee success for Richmond Preparatory School.

Best wishes for this new endeavor and feel free to contact me if I can be of any further assistance.

Sincerely,

David L.B. Smith
President, St. Paul's School of Nursing
[redacted]

[redacted]

STATEN ISLAND
Chamber
OF COMMERCE

February 27, 2018

Dr. Ken Byalin, PhD
President
Integration Charter Schools
Corporate Commons Two
[redacted]

Dear Dr. Byalin,

The Staten Island Chamber of Commerce supports your plan to apply for a new charter school, Richmond Preparatory Charter School.

Increased educational services and integration of students with Autism is sorely needed on Staten Island. Your plan to fully integrate autistic students into classes and activities will not only provide them with the foundation they need to succeed, but give them necessary life skills.

As a community with Integration Charter Schools on several occasions, I have seen firsthand the impact your schools have had on both its students, and the community at large. A school devoted to the integration of autistic students can only benefit Staten Island, and many of its families.

Small class sizes and the use of Computer Science curriculum will give these students a unique setting and allow them the opportunity to realize their talents while developing their strengths. Small class sizes will provide a chance to form meaningful relationships with teachers and peers.

I wish you nothing but success with your application. Please feel free to reach out if I can be of any further assistance.

Sincerely,

Linda M. Baran
President and CEO

[redacted]

Staten Island Zoo

STATEN ISLAND ZOOLOGICAL SOCIETY, Inc.
614 Broadway, Staten Island, New York 10310

Phone: 718-442-3101
Fax: 718-981-8711
www.statenislandzoo.org

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February 5, 2018

Dr. Kenneth Byalin, President
Integration Charter Schools
Corporate Commons Two
[redacted]

Dear Dr. Byalin:

This letter will express my enthusiastic support and encouragement for your plans to apply for a new charter school, Richmond Preparatory Charter School, to serve the youth of Staten Island.

I especially applaud your recognition that increased educational services and integration of students with Autism and other special needs has to be substantially addressed in our borough, where the greatest percentage of special needs students reside.

As a supporter of the Integration Charter Schools Network, I have witnessed the innovative and passionate mission of integration emerge, convincingly proving that a school with an autism integration mission advances our community's response to a challenging dilemma.

Both small class sizes and the incorporation of a computer science curriculum will provide a unique environment for students to develop their talents and strengths, closely encountering teachers and mentors, and reacting with their peers. Indeed, the opportunities to learn, thrive and advance are exciting challenges for all students to meet and succeed.

Education is the founding principle of the Staten Island Zoo, where our organization is involved deeply in educational opportunities available to the Greater New York City area. With the background, to which the Zoo is committed, be assured of my sincere encouragement.

Sincerely,

Kenneth C. Mitchell

Kenneth C. Mitchell
Executive Director

DANA T. MAGEE
CHAIR

DEBRA A. DERRICO
DISTRICT MANAGER

THE CITY OF NEW YORK
Community Board 2
BOROUGH OF STATEN ISLAND

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STATEN ISLAND, NEW YORK 10314
718-317-3235
FAX: 718-317-3251

February 28, 2018

Dr. Kenneth Byalin, President
Integration Charter Schools
Corporate Commons Two
[redacted]

Dear Dr. Byalin,

I am writing to express my enthusiastic support and excitement for your plans to apply for a new charter school, Richmond Preparatory Charter School.

I believe that increased educational services and integration of students with Autism and other special needs is not only imperative, but is sorely needed not only on Staten Island, but beyond.

As a supporter of the Integration Charter Schools Network I have seen the innovative and passionate mission of integration come to life, and believe that a school with an autism-integration mission is forward thinking, and progressive.

Both the small class sizes and incorporation of a Computer Science Curriculum will provide a unique setting for students to realize their talents and strengths while developing meaningful relationships with peers and staff in a small setting. All students deserve an opportunity to learn and to go to college. With a model like this proposed school, both students with ASD and those without will receive every opportunity.

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

Sincerely,

Dana T. Magee
Chair

Debra A. Derrico
District Manager

AN INTERFAITH EFFORT SHELTERING THE HOMELESS, FEEDING THE HUNGRY AND CARING FOR PEOPLE WITH AIDS
"Share your bread with the hungry, and bring the homeless poor into your house." (Isaiah 58:7)

Reverend Dr. Terry Troia
President and CEO

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Joseph O'Shea, Esq.
Sullivan & Cromwell

Medical Advisor
Jordan Glaser, MD

2/1/2018

Dr. Kenneth Byalin,
President
Integration Charter Schools
Corporate Commons Two
[redacted]

Dear Dr. Byalin,

I am writing to express my enthusiastic support and excitement for your plans to apply for a new charter school, Richmond Preparatory Charter School.
I believe that increased educational services and integration of students with Autism and other special needs is not only imperative, but is sorely needed not only on Staten Island, but beyond.

As a supporter of the Integration Charter Schools Network I have seen the innovative and passionate mission of integration come to life, and believe that a school with an autism-integration mission is forward thinking, and progressive.
Both the small class sizes and incorporation of a Computer Science Curriculum will provide a unique setting for students to realize their talents and strengths while developing meaningful relationships with peers and staffs in a small setting. All students deserve an opportunity to learn and to go to college. With a model like this proposed school, both students with ASD and those without will receive every opportunity.

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

Sincerely,

Terry Troia

Rev. Terry Troia
President and Chief Executive Officer
Project Hospitality
[redacted]

Attachment 3: Course Descriptions

Grade 6:

ELA: In Grade 6, instructional time will focus on six thematic units where a combination of fiction and non-fiction texts at varied lengths will explore a theme across different genres. Each thematic unit poses an essential question specific to the texts which are addressed in a formal writing piece at the close of each unit. The units and lessons infuse all of the standards including in all short and extended response prompts. Examples of units of study may include:

- Unit 1: Facing Fears, *How do our fears influence the decisions we make*? Students will be required to write short and extended responses, as well as a narrative culminating writing task.
- Unit 2: Dealing with Disasters, *How do disasters affect those involved*? Students will write a culminating piece comparing and contrasting texts that covered the same disaster, the eruption of Mt. Vesuvius.
- Unit 3: Speaking for the Silent, *How does the inability to speak motivate others to make a change*? In a culminating writing piece, students will write a persuasive essay about an issue or cause close to their hearts, and what changes they propose.
- Unit 4: What Tales Tell, *What do traditional stories reveal about the values of our culture*? As a culminating writing piece, students will craft their own modern-day piece of literature conveying an issue in society today.

To reach preparedness for each writing piece, the units will have specific areas of focus for both reading and writing. These foci are predetermined based on the learning standards, but may be altered based on assessments and determined need. Examples of reading foci are central idea, author's purpose and craft, practicing active and close reading strategies, theme, literary terms or inferencing. Examples of writing foci are analyzing how the author developed their argument, on-demand writing, responding to short answer questions, paragraph structure, and creating evidence-based claims. Each unit also addresses specific standards and skills which are weaved into each task. Each unit will incorporate at least one cross curricula piece with at least one other content area at a time. Students will be assessed formally and informally by teacher observations, teacher-made assessments, computer-based assessments such as Scantron, iReady and TeenBiz, and writing pieces. Accountable talk discussions take place around controversial topics in which students use evidence to support their assertions. Isolated vocabulary instruction is included biweekly for acquisition and application.

MATH: In Grade 6, instructional time will focus on four critical areas:

(1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems;
(2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers;
(3) writing, interpreting, and using expressions and equations; and
(4) developing understanding of statistical thinking.

Students will use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students will connect their understanding of multiplication and division with ratios and rates. Students will use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students will use these operations to solve problems. Students will understand the use of variables in mathematical expressions. They will write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students will understand that expressions in different forms can be equivalent, and they will use the properties of operations to rewrite expressions in equivalent forms. Building on and reinforcing their understanding of number, students will begin to develop their ability to think statistically. Students will recognize that a data distribution may not have a definite center and that different ways to measure center yield different values

SOCIAL STUDIES: One might assume civilization has never been more advanced than it is today in the 21st Century. However, an examination of past societies will reveal great accomplishments and fantastic strides in achievement were made by others who came before us. Today, we are indeed standing on the shoulders of giants. In the 6th grade, students will begin to understand today's cultures, civilizations, empires, religions, artists, architects, and dynasties have their roots buried in the early development of ancient river valley civilizations. In this course, students will hone their skills in reading nonfiction text, understanding and relating current events to past historical events, and exploring historical themes and trends by writing to critical writing prompts.

SCIENCE: With the upcoming transition to the Next Generation Science Standards for New York State students entering 6th grade will make their inquiry into the Physical Sciences by means of the design and engineering process while addressing the cross curricular concepts and tying into the Math and ELA standards. As they progress through curriculum they will explore the concepts of Forces, Energy, Waves, and the Electromagnetic spectrum. Students will engage these concepts through the lenses of such essential questions as "How do Scientists determine if a relationship exists between variables?", "How can models be both helpful and inaccurate at the same time?", "How can scientists know something is true if they can't actually see it?" When the learning goals are met, students will be able to design and construct their own experiments, analyze their data and present on their own personal research as they attempt to answer these essential questions.

WELLNESS: The 6th grade Sanford Harmony Wellness curriculum has been created to enable students to connect and collaborate. The program is designed to improve student cooperation, collaboration and problem solving through a series of games and carefully planned interactions such teaching your classmate a new skill to simply interviewing a classmate to determine commonalities. This program helps to reduce teasing, bullying, and aggression, establishes trust, and encourages understanding and empathy. Students will also be working on understanding themselves through a series of social and emotional writing prompts after class discussions.

MOVEMENT: Entering 6th grade students will be introduced to dance as a form of art and fitness. Students will learn the purpose of dance in different genres. The genres students will study include recreational, ceremonial, and artistic expression. The essential question that will be explored: "How can students identify and demonstrate dance elements and skills?" When all learning goals are completed the students will be able to identify and explain the purpose of dance; define and demonstrate the elements of dance. These elements include dance in the perspective of space, time, and force. Lastly, students will learn how to follow steps in a dance routine; cumulatively leading up to students being able to choreograph their own dance in their cooperative learning groups.

VISUAL ARTS: A well rounded Visual Arts curriculum not only builds problem solving skills, fine motor skills and creativity, it is also the common thread that connects all curriculums. As an interdisciplinary subject Art helps students make connections between history, math, and a variety of both verbal and non- verbal forms of communication. The Art making process benefits all students by providing the opportunity for unique self-expression and for group participation. Art instruction provides an opportunity for self-directed learning. Students develop the ability to analyze, interpret, and evaluate their own decisions regarding their artwork and the work of others as well as developing the ability to make educated choices when applying various medium and techniques of the arts. The 6th grade curriculum is divided into four units. Unit one focuses on a thorough understanding of the seven elements of Art (mark, lines, shapes color, texture, space and form). Transitioning into unit two students will look closely at the importance of art throughout history beginning with ancient civilizations, continuing through key historical art movements and how they still affect us today. Unit three focuses on symbolism and developing the ability to use art as an effective tool for communication and storytelling. Unit four focuses on more contemporary mediums such as digital art and film. Each unit provides opportunities for students to explore a variety of arts materials such as paint, collage, charcoal, cardboard, etc.

COMPUTER SCIENCE: Entering 6th grade students will begin with Hardware and Networking, exploring essential questions such as "What are the essential parts of a computer?", "How can we make the hardware function?", and "How do we connect devices on a small network? "Students will learn to handle hardware components using a hands-on approach. They will also learn to take apart computers and then put them back together.

Grade 7:

ELA: In Grade 7 ELA instructional time will focus on four to six units of study, depending on the flow of the year. Each unit will be guided by an overarching essential question which will be addressed in a formal writing piece at the end of the unit. Possible thematic units of study and collections of themed readings might include:

- Unit 1: Mind, Body and Soul, *How will your decisions affect your physical, mental, and spiritual well-being?* As a culminating writing piece, students will write an informative essay analyzing how Michael Pollan developed his arguments in The Omnivore's Dilemma and how his sections contribute to the overall argument.
- Unit 2: Bold Actions/Guided by a Cause, *What does it mean to face challenges fearlessly, even if it means failing in the attempt? What is the true definition of a hero?*

What inspires people to take action to improve their world? The culminating writing piece will require students to craft an opinion essay analyzing if certain risks are worth their rewards.

- Unit 3: Dystopian & Fantasy, *Are things in life always what we perceive them to be?* A culminating expository essay assignment will require students to examine a single action or event that has dramatically changed an individual's perception through the texts that have been read. They will write an essay explaining how the change occurred, and why.
- Unit 4: Social Media and the Developing Brain, *How is the adolescent brain changing? Should screen time be limited? Why or why not*? After examining nonfiction articles, personal testimony and scientific studies, students will craft visual representations of the effects of screen time on adolescent brains using evidence to support their claims.

To reach preparedness for each writing piece, the units will have reading and writing focuses. These foci are predetermined based on the learning standards, but may be altered based on assessments and determined need. Examples of reading foci are central idea, author's purpose, active reading strategies, close reading, theme, literary terms or inferencing. Examples of writing focuses are analyzing how the author developed their argument, on-demand writing, responding to short answer questions, paragraph structure, and creating evidence based claims. Each unit also addresses specific standards and skills which are weaved into each task. Each unit will incorporate at least one cross curricula piece with at least one other content area at a time. Students will be assessed formally and informally by teacher observations, teacher-made assessments, computer based assessments such as Scantron, iReady and TeenBiz, and writing pieces.

MATH: In Grade 7, instructional time will focus on four critical areas:
(1) developing understanding of and applying proportional relationships;
(2) developing understanding of operations with rational numbers and working with expressions and linear equations;
(3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and
(4) drawing inferences about populations based on samples.

Students will extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students will use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students will solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students will develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percent as different representations of rational numbers. Students will extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. Students will continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they will

reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they will gain familiarity with the relationships between angles formed by intersecting lines. Students will build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They will begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

SOCIAL STUDIES: As students grow older and their minds increasingly become more mature, they will begin to examine history through a more sophisticated lens than they had during elementary school. Whereas it was once enough to simply understand the presumed personalities of George Washington and Abraham Lincoln, our students will delve deeper into the events that shaped the founding of this country. Students will examine the principles upon which the United States was founded to recognize how revolutionary the entire concept of our nation and personal freedoms were to the world in 1776. Students will understand how those personal freedoms expanded through the early stages of this nation's history through to the Civil War. Students will explore American history through the use of primary sources, compare and contrast, and investigative research.

SCIENCE: Students entering the 7th grade will continue the transition towards the NGSS as described the 6th grade. As they progress through curriculum they will explore the concepts of the Structure and Properties of Matter, Chemical Reactions, and Matter and Energy in Organisms and Ecosystems. Students will engage these concepts through the lenses of such essential questions as "How do Scientists use data to make inferences?", "How can models be both helpful and inaccurate at the same time?", "How do Scientists design and use tools to help them observe the invisible?" When the learning goals are met, students will be able to design and construct their own experiments, analyze their data and present on their own personal research as they attempt to answer these essential questions.

WELLNESS: In Grade 7 Wellness, we have adapted a curriculum based on the Dialectical Behavioral Therapy called DBT Skills In Schools: Skills Training for Emotional Problem Solving for Adolescents (STEPS-A). This curriculum consists of four modules focusing on mindfulness, distress tolerance, emotional regulation, and interpersonal effectiveness which are the main pillars on the DBT skills. The skills will be taught using classroom instructional techniques and exploratory in class projects. The skills taught in class will be supported by counselors who work with the Lavelle students.

MOVEMENT: Seventh grade students will experience a Movement curriculum that will provide instruction on how to safely strengthen and condition the body. Students will be able to complete fitness exercises and track their personal progress using a sportfolio. The sportfolio is a monthly record of how a student performs on both low impact and high impact forms of exercise. Students will study the 5 components of fitness which include: muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body fat composition. This will allow students to explore the essential question "Can you identify the physical and psychological benefits of being fit?" When all learning goals are completed students will be able to complete exercises using their own body weight with proper form and when applicable low or high

modification. In conclusion students will be able to understand how proper nutrition and health habits affect overall fitness levels.

MUSIC: Through the course of their 7th grade year, students will learn to identify the names and durational value of whole notes, half notes, quarter notes, eighth notes, quarter rests, and eighth rests. They will demonstrate performance of basic four-beat rhythms as well as identify letter name of basic treble clef pitches. They will demonstrate performance of treble clef pitches on keyboard/piano and understand the definition of basic music elements such as texture, dynamics, melody and chords. They will also analyze popular music song form. In regard to music history, students will become familiar with the historical facts and music style of composers like Bach, Mozart and Beethoven. They will also gain a basic familiarity with jazz genres and musicians as well as of Broadway musicals.

COMPUTER SCIENCE: Seventh grade students will experience the Programming, Coding, and Scripting course offering. Here is where they will be exposed to the building blocks of programming and operating systems, as well as basic coding, with examples including HTML and Java. The course will also feature an introduction to algorithms and a computer science based approach to problem solving. Examples of culminating projects include writing a Python script, and the creation of individualized student websites, with dynamic features, which they can maintain and adapt throughout their years at RPCS.

Grade 8:

ELA: In Grade 8, instructional time will focus on approximately five units of study. Each unit will explore various genres and topics that target objectives critical to develop the academic and social needs of students, as well as timeliness and relevance. Sample units might include:

- Unit 1: The Thrill of Horror/Procedural Components/Dystopian Novels, *Can good people do evil things? How can emotions impact the decisions we make*? Students will focus on point of view, techniques used to create suspense, and evaluate the credibility of a narrator. A culminating writing task will include the creation of a horror story, or a literary analysis of two horror texts.
- Unit 2: Approaching Adulthood, *How do we analyze ads? What are the things we look at?* Students focus on texts within the theme of "approaching adulthood". This unit requires students to analyze poetic devices and participate in a debate that allows students to advocate for an argument that they feel strongly about. Students incorporate textual evidence and learn research techniques to support their positions. In addition, students use literature to compare relations between the diction of a story and how it propels the deeper meaning. A culminating writing task will include a project in which students create advertisements.
- Unit 3: Culture and Belonging, *What is a stereotype that your culture faces? Fear of the unknown; why do people discriminate against others*? This unit develops students' abilities to read closely for textual details and compare authors' perspectives through an examination of texts about immigration through Ellis Island. In order to gain deeper a deeper understanding of cultures, students explore their own heritages through multimedia presentations. The culminating writing piece will be an expository essay in which students explore stereotypes that their cultures face, and why people discriminate.

- Unit 4: The Value of Work, *How can work instill a positive and improved demeanor in adolescents?* They begin to think about how work can instill a positive and improved demeanor. Students read a variety of texts to determine theme, meaning of words and phrases, and explore language conventions such as interrogative mood. A culminating writing task will include a comparison piece in which students debate whether or not teens should work, and why.
- Unit 5: Anne Frank's Legacy, *How can one young person impact the world?* Students will explore the legacy of Anne Frank through a collection of text. Throughout this unit students will be able to analyze the key elements of a drama, including its structure, characters, dialogue and events by reading an adaption of Anne Frank's diary. Students will participate in a collaborative discussion that allows students to identify persuasive techniques and rhetorical devices in a speech. As a culminating task, students will compose an expository essay, that includes relevant facts, definitions, and examples that support the living conditions of Anne Frank.
- Unit 6: The Move Towards Freedom, *What does it mean to be free?* Students will be able to analyze an autobiography and explain the author's purpose by reading the narrative of Frederick Douglass, short texts about Harriet Tubman, and poems about slavery and the quest for freedom. Students will also analyze the structure of a text by looking closely at cause and effect, which means that one event brings about another event or creates a change in attitude. A culminating writing task will require stuents to write an argumentative essay answering, "What does it mean to be free?"

To reach preparedness for each culminating writing piece, the units will have specific areas of foci for both reading and writing. These foci are predetermined based on the learning standards, but may be altered based on assessments and determined need. Examples of reading foci are identifying central idea, examining author's purpose and craft and the literary components that contribute, practicing active and close reading strategies, identifying and justifying theme and literary terms , inferencing, developing academic arguments, and examining mood and tone. Examples of writing foci include on-demand writing prompts, responding thoughtfully to short answer questions, formal essay structure, creating evidence based claims, finding a voice in academic writing, and supporting student writing with relevant evidence. Each unit also addresses specific standards and skills which are weaved into each task. Each unit will incorporate at least one cross curricula piece with at least one other content area at a time. Students will be assessed formally and informally by teacher observations, teacher-made assessments, computer based assessments such as Scantron, iReady and TeenBiz, and writing pieces. Accountable talk discussions will take place around controversial topics in which students use evidence to support their assertions. Isolated vocabulary instruction will be included biweekly for acquisition and application.

MATH: In Grade 8, instructional time will focus on three critical areas:

(1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations;

(2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Students will use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students will recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They will understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A, the output or y-coordinate changes by the amount $m \cdot A$. Students will also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and y-intercept) in terms of the situation. Students will strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students will solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students will use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems. Students will grasp the concept of a function as a rule that assigns to each input exactly one output. They will understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations. Students will use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students will show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students will understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They will apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students will complete their work on volume by solving problems involving cones, cylinders, and spheres.

SOCIAL STUDIES: Students in 8th Grade will continue their study of American history from the point 7th Grade history left off. Again, as students grow older and their minds increasingly become more mature, they will begin to examine history through a more sophisticated lens than they had in their earlier years. Based upon their advanced understanding of the nation's first 90 years, students will once again explore how the notion of personal freedoms expanded as the nation grew in size, population, power, and prestige. Additionally, students will recognize how the United States dominated the cultural, military, economic, political, and social arenas during the 20th Century and the long-term implications of that power. Students will explore American history through the use of primary sources, compare and contrast, and investigative research.

SCIENCE: Students entering the 8th grade will continue the transition towards the NGSS as described in the 6th grade. As they progress through curriculum they will explore the concepts of "Structure, Function, and Information Processing", "Interdependent Relationships in Ecosystems", "Growth, Development, and Reproduction of Organisms" and "Natural Selection and Adaptations." Students will engage these concepts through the lenses of such essential questions as "What is the relationship between form and function?", "How can models both help and hinder our understanding?", "How do Scientists design and use tools to help them observe the invisible?" and "If change is a product of existence, why do somethings stay the same?" When the learning goals are met, students will be able to design and construct their own experiments, analyze their data and present on their own personal research as they attempt to answer these essential questions.

WELLNESS: Throughout each and every day, students experience a multitude of unique emotions that they are accountable to regulate throughout their classes. This can be a trying task during some of their daily challenges. In 8th grade, students will be given a multitude or strategies to handle both of the negative and positive emotions that arise in an appropriate way. Adapted from dialectical behavioral therapy theories, Steps-A will instruct students about a variety of skills including mindfulness (to be aware and accept their emotions,) emotional regulation (to control their emotions,) and checking-the-facts (to understand a situation to its full extent before acting on it.) Due to a large variety of skills taught in Steps-A, every student is guaranteed to have one that fulfills their individual needs successfully. Students will be able to discuss their unique experiences with other peers in classroom discussions, and partake in an array of creative projects.

MOVEMENT: Eighth grade students will experience a Movement curriculum that will continue exploration on how the body responds to exercise. This approach will provide students with individual data as how exercise relates to their overall health. In this analysis students will measure their heart rate when at rest and how it elevates reaching aerobic and anaerobic heart rate training zones. Students will be able to measure and keep track of their own fitness progress in their sportfolio. In the sportfolio students will track their records on how they performed during circuit training workouts and fitness challenges. This will provide students with an in depth understanding on how to answer their essential question "What do you think it means to be physically fit?" Further student explorations include tracking heart rate, plotting heart rate data on a line graph, and calculating heart rate mean, median, and range during workout sessions. When all learning goals are completed students will be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Students will be able to properly perform low impact and high impact exercises using both weighted and resistance fitness equipment. These exercises may require low or high modification depending on student ability. This form of self-assessment will allow students to create their own fitness goals.

THEATER: The Middle School level of Drama/Theater will provide the opportunity to learn the basics of the components of Performing Arts, culminating with the creation and filming of an original screenplay by researching New York in the mid 1800s and applying that information into the historical fiction genre with cross curricular connections. Creating an original

screenplay is a journey where the students work as a class team, incorporating democracy within the classroom. The original screenplay produces dialogue, setting, plot, climax and action within the screenplay. Dramatic Arts in the 8th Grade will enhance students' public speaking skills with classes individualized based on the students' skills, for example: Included, but not limited to, are whether they need to enhance their tone, projection, pronunciation, or confidence by creating two original speeches. These skills will engage the future college students with interview skills for Colleges and in the workforce.

COMPUTER SCIENCE: For eighth grade students, Digital Entertainment will explore all aspects of the entertainment industry in relation to technology. Areas of study include animation, video editing, production, gaming and music recording technology. Projects might include creation of a short film reel, a commercial, musical recordings, or a basic game.

High School:

HS ENGLISH LITERATURE AND WRITING: In High School Literature and Writing, teachers carefully select thematic texts and curriculums to best suit the needs and interests of various groups of students, enhancing student engagement. In each class, students are given the tools to comprehend college-level supplemental texts, as well as grade appropriate texts. Discussion and inquiry-based analysis are emphasized as a means of establishing broader connections to what they have read and current events. Students will sharpen their writing skills and vocabulary to prepare for high stakes exams and college level writing. Students will be provided grade-level writing rubrics to help self-assess and advance their composition skills in various genres of writing. Each thematic Literature and Writing class is aligned with the standards.

Examples of Themes are as follows:

- Power, Corruption, Revolution and Survival
- Overcoming obstacles through personal and character growth.

Examples of course descriptions might include:

Synopsis: In this course students will explore social constructs, power, corruption, revolution and survival in literature. Students will explore themes and make connections to historical and current events, while analyzing an essential question from multiple perspectives. In *Animal Farm* by George Orwell, a farm is taken over by its overworked, mistreated animals. With flaming idealism and stirring slogans, they set out to create a paradise of progress, justice, and equality. Thus the stage is set for one of the most telling satiric fables ever penned—a razor-edged fairy tale for grown-ups that records the evolution from revolution against tyranny to a totalitarianism just as terrible. Students will read and analyze *Lord of The Flies* by William Golding. At the dawn of the next world war, a plane crashes on an uncharted island, stranding a group of schoolboys. At first, with no adult supervision, their freedom is something to celebrate. This far from civilization they can do anything they want. Anything. But as order collapses, as strange howls echo in the night, as terror begins its reign, the hope of adventure seems as far removed from reality as the hope of being rescued.

Synopsis: What if you lived in a society in which the government was watching every move you made? They dictated the exact schedule of each and every one of your days? What if you were punished for every step you took that was not in the ideal view of the government? That is the story of Winston Smith in George Orwell's novel, *1984*. We will then take a look at the psychological impact of living alone in a world ravaged by vampires. In the novel *I Am Legend* by Richard Matheson, Robert Neville is the lone survivor of a virus that has killed billions and turned the rest into bloodthirsty vampires. Robert lives in a world in which a vampire can take his life at any moment. He has no one but his dog to confide in. We will explore whether or not those that turned into vampires are the only ones to lose their humanity.

Synopsis: Many would agree that there is a fine line between good and evil, but what are the defining qualities that separate a man from a monster? Literature and film have been asking this question for decades through the portrayal of classic monsters, from John Milton's Devil to Robert Louis Stevenson's Dr. Jekyll and Mr. Hyde. Our first book, *Frankenstein*, tells the story of Victor Frankenstein who finds his greatest horror in his curiosity for the unknown. In our second book, *Warm Bodies*, an otherwise murderous zombie explores his own humanity as he falls in love with a young woman. Students will also explore literature from Edgar Allan Poe, and read excerpts from *The Strange Case of Dr. Jekyll and Mr. Hyde* as well as John Milton's *Paradise Lost*.

Synopsis: Neil Armstrong once said, "mystery creates wonder and wonder is the basis of man's desire to understand." Literature whether narrative or poem, can inspire man and woman to smile, laugh, cry, or bite their nails in horror. Mysteries inspire the detective in us all to surface. Through an examination of Sir Arthur Conan Doyle's *The Hound of the Baskervilles* and Agatha Christie's *Mousetrap* we will ask ourselves a detective's foundational question, Who Dunnit it? Students will engage in analytical exploration to seek out the culprit. Specifically, students will learn to infer the difference between direct and circumstantial evidence, and support their hypotheses.

Synopsis: *I Know Why the Caged Bird Sings* by Maya Angelou and *The Absolutely True Diary of a Part Time Indian* by Sherman Alexie explore the dynamics of identity through different cultures. Maya Angelou once said, "There is no greater agony than bearing an untold story inside you." As we explore the various themes within these novels, we will be able to connect with the characters and ultimately tell our own stories. Maya Angelou and Sherman Alexie effectively portray the struggles of overcoming various obstacles through perseverance and determination. These themes will aid in broadening our idea of different cultures and enlighten us through the lens of the protagonist.

Synopsis: The Destructive Power of Madness - There's a storm much easier to start and far more difficult to quell, and it exists within our minds. Debris whips about, urged by winds and rain, and so, circumstances and experiences deteriorate the psyche and destroy the very fabric of our lives. This course you will explore the role mental illness plays in the lives of two women and how it ultimately leads to their downfall. Through close-reading and inquiry-based exploration of the two texts--*A Quiet Storm* by Rachel Howzell Hall and *The Bell Jar* by Sylvia Plath--we'll discover the darker side of the debilitating diseases that enslave them and destroy everything they hold dear.

Synopsis: We all have difficulties and obstacles in life that we must overcome in order to fully embrace our destiny, and evolve into the beings that we are meant to become. Such is the case for our main characters Jane Eyre and Beatrice Prior (Divergent). Through reading and writing, students will make text-to-self connections to better identify with these characters, and text-to-text connections, while ultimately exploring the theme of overcoming the obstacles faced in these novels, and how it leads our two protagonists in their personal/ character growth. Let's follow Jane and Beatrice on this adventure towards them embracing their destiny!

GLOBAL STUDIES: The world is wrought with fear, anxiety, anger, and misunderstanding. Understanding its complexities is overwhelming and intimidating. It is easy to lose hope and faith in humanity instead of realizing and appreciating the advancements in technology, culture, society, medicine, art, architecture, politics, and cooperation. The world is becoming increasingly interrelated and interdependent yet increasingly divided along the lines of technology, culture, society, medicine, art, architecture, and politics. Students will examine these themes and issues proactively with an emphasis on solving problems. This approach will provide students the opportunity to become more aware of the greater world, its population, and myriad problems faced and shared by all of us whether we find ourselves in North or South America, Europe or Africa, or in Eastern or Middle Eastern Asia. This will be achieved through the use of primary sources, analysis of continuity and change as well as opposing points-of-view, compare and contrast, investigative research, and data research.

LIVING ENVIRONMENT: Living Environment is the first Science class students will take in High School. To prepare them for college Biology classes, students will approach the content in a very laboratory heavy curriculum. Students will design their own experiments under constraints just like real Scientists do. They will learn to create experimental conditions that explore the concepts of Living Environment. For example, the opening unit, Interdependent Relationships in Ecosystems, students will design an experiment to test how human activity might impact the organisms in their surrounding environment. It is a good starting point because many students can relate to this concept without having to be given too much background information. Then it can be used as a jumping off point to explore the concept of Environment and Relationships more deeply using data that they generated for themselves. To begin the unit, students will brainstorm ideas about which human activities might produce contaminants that can pollute the surrounding environment, then design an experiment to test their ideas. One example they could be guided towards is: “Does spreading rock salt on pavement have a negative effect on the growth rate of plants that grow near roadways?” The experiment will be documented in an official lab report that will eventually be published in the class Science Journal. Just like a real scientist would do, their lab report will have to go through a peer review process to ensure that the report is ready for publishing. Students will receive feedback on both their writing and their experimental design so that, if they have to, they can redo the experiment in order to meet the exacting standards of a published journal article. Students will continue to discover the content on this unit while the revision process occurs continuously in the background. This discovery will be facilitated by creating and manipulating models of how organisms, both human and non-human, impact their environment. This type of learning will be repeated in the following units: 1) **Matter and Energy in Organisms and Ecosystems**, 2) **Structure and Function in Biological Systems**, 3) **Inheritance and Variation of Traits** and 4) **Natural Selection Evolution**. By the end of the year, students will not only be prepared to take the Living

Environment Regent Exam, but will also have the skills necessary to write well written and thorough lab reports, worthy of a college Biology class.

EARTH SCIENCE: As the first Physical Science class students will take in high school, this course will focus on using and understanding a variety of Scientific methods, laboratory techniques and technologies that have contributed to our understanding of Earth and its place in the Cosmos. The overarching essential question for the course will be "How can we know so much about things, events and places we can never directly observe?" This will be broken down into four distinct units: 1) **Space Systems** 2) **History of Earth** 3) **Earth's Systems** and 4) **Weather and Climate**. Some of the technologies that will be utilized over the course of the year will be spectrum tubes, spectroscopes, prisms and black lights to analyze light in a similar way that Scientists analyze light coming from distant stars to determine their composition. Microscopes to see the crystals found rocks and minerals first hand. Additionally, they will use barometers, thermometers, anemometers and psychrometers, among others, to model being meteorologists.

In a similar way, many of Earth's processes take too long to observe directly in the lab, so students will spend much time manipulation or creating models to explain the observations of Scientists around the world and through time. For example, they will model convection currents, which are found in both the atmosphere and in Earth's mantle, making observations and connecting the concept to how convection currents drive not only weather and climate but also cause the formation of mountains, volcanoes and other tectonic activity. The purpose of this course is to get students used to using technology as a source of raw data that requires analysis to make sense of. By the end of the course, they will be able to make inferences and produce scientifically sound conclusions or explanations that are supported by evidence that they collected or analyzed themselves.

US HISTORY: The college preparatory United States history course for high school students is designed to engage them as they study and understand the historic development of the United States. The principles upon which the United States was built have constantly changed since the beginning as we have collectively struggled through the American Revolution, Manifest Destiny, slavery and abolitionism, the Civil War and Reconstruction, industrialism, world wars, cold wars, civil rights movements, economic upheaval, and terrorism. These are the course subjects students will investigate to gain a better understanding of the events that have shaped today's cultural, political, and social arenas. Students will learn firsthand It is hard to find absolute consensus in a democracy by challenging history itself, as well as their own opinions and viewpoints. This will be achieved through use of primary sources, analysis of continuity and change as well as opposing points-of-view, compare and contrast, investigative research, and data research.

ALGEBRA 1 CC: Algebra will be designed to give students a foundation for all future mathematics courses. The fundamentals of algebraic problem-solving will be explained. Students will explore: foundations of Algebra, solving equations, solving inequalities, an introduction to functions, linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations, and data analysis and probability. Throughout the course, state approved standards

will be taught and reinforced as the student will learn how to apply the concepts in real-life situations.

EXPLORATORY GEOMETRY: Exploratory Geometry is a course designed to help students who have not yet passed the Algebra Regents. In Exploratory Geometry students develop their spatial sense- an intuition about shapes and the relationships between them. Students will gain familiarity with geometric descriptions of objects and position. Students will, mentally visualize objects and spatial relationships. There are four content goals for geometry: Shapes and Properties- a study of the properties of shapes in both two and three dimensions and the study of the relationships built on properties. Transformation- a study of translations, reflections, rotations (slides, flips, and turns), the study of symmetries, and the concept of similarity.
Location- refers to coordinate geometry or other ways of specifying how objects are located in the plane or in space. Visualization- the recognition of shapes in the environment, developing relationships between two and three-dimensional objects and the ability to draw and recognize objects from different perspectives.

GEOMETRY CC: High school geometry will be devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). Euclidean geometry is characterized most importantly by the Parallel Postulate that through a point not on a given line there is exactly one parallel line. During high school, students will begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. The concepts of congruence, similarity, and symmetry will be understood from the perspective of geometric transformation. Fundamental are the rigid motions: translations, rotations, reflections, and combinations of these, all of which are here assumed to preserve distance and angles (and therefore shapes generally). Dynamic geometry environments will provide students with experimental and modeling tools that will allow them to investigate geometric phenomena in much the same way as computer algebra systems will allow them to experiment with algebraic phenomena.

ALGEBRA 2 CC: This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts and includes the study of trigonometric functions. It also introduces matrices and their properties. The content of this course are important for students' success on both the SAT/ACT and college mathematics entrance exams.

PRECACULUS: The course topics include college algebra, advanced trigonometry, and analytic geometry of two and three dimensions. Students experience a thorough analysis of all elementary functions and curve-sketching. Selected discrete mathematics topics including normal probability distributions, non-linear regression, and hypothesis testing are explored. Practice with proofs such as mathematical induction are included. Experience with graphing calculators is incorporated. This class is important for any student planning to take a college algebra or college pre-calculus class.

AP CALCULUS: The goal of this course is to have students ready for college level experience and to demonstrate qualifications for advanced placement upon entering college. This course provides students with the opportunity to learn calculus from a graphical, numerical, analytical,

and verbal approach. This is an example of how problems can have multiple representations and these strategies are in alignment with the standards. The graphing calculator is infused throughout the course as students learn how to use technology to help solve problems, interpret results and support conclusions. In addition, students must learn to effectively communicate mathematical ideas and explain solutions to problems both verbally and in written form. Students study three major topics during the year: limits, derivatives and their applications, and integrals and their applications. As the concepts are developed, the mechanics that go along are discovered and explained.

ART ELECTIVE: The High School Visual Arts curriculum is designed to provide students with a variety of design challenges that will help to develop a well-rounded college-ready Art portfolio. Each assignment relies on a greater understanding of the psychology and reasoning behind each artistic choice. Each assignment requires the students to develop a variety of research, which they will use to inform their creative decisions . It is required that the students present their work In a professional manner, preparing them to work in a demanding client, artist relationship. Student have the freedom to work in a variety of mediums and techniques in order to achieve their artistic goals. The class is designed to nourish the students creative process and develop a personal style and point of view.

MOVEMENT: In high school students will experience a Movement curriculum that features differentiated learning opportunities that focus on age appropriate movement techniques, sport specific skills, fitness- based skills, dance skills, and cooperative learning skills. Students will be challenged to exercise their mind and body with units that are both cognitively and kinesthetically challenging, socially interactive, and aligned with the learning standards. Students will continue their exploration on how the body responds to exercise through gathering their own personal data that will be documented in their sportfolio. Students will also learn the fundamentals of leadership and learn how to be a team player when competing in outdoor sporting events. Academically, students will investigate the harmful effects of performance enhancing drugs in sports, the dangers of concussions, and the pros and cons of Crossfit exercise. Students will complete thematic essays related to these areas of study throughout their high school career. This leads up to the essential question “How does performance enhancing drugs physically, mentally, and emotionally affect a person’s life?” Students will debate fitness and health topics in order to develop higher order thinking questions. When all learning goals are completed students will be able to identify the physical and psychological benefits of being fit, work as a cooperative team player, demonstrate understanding of basic elements of performance movement, and be able to discuss the dangers of concussions, as well as understand the unethical use of Performance Enhancing Drugs in the world of sports.

COMPUTER SCIENCE ELECTIVE: Students who choose the Hardware and Networking focus will further examine the engineering principles underpinning hardware components and setting up networks. Students will be provided with a basic introduction to these principles and then will have the opportunity to pursue useful trade certifications for computer hardware (A+ Certification, for example) and computer networking (Cisco CCIE, for example). Students who choose the Programming and Coding focus will explore specific programming skills such as using SQL databases, using common programming libraries to manipulate data, and creating user

interfaces using web technology. Students who choose the Digital Entertainment focus will explore specific skills in Graphic Design, Animation, and Performance Capture. Graphics Design skills may involve an introduction to contemporary Graphic Design tools such as Adobe Photoshop and Desktop Publishing tools. Animation skills may involve 2D animation using modern animation software and 3D modeling, character rigging, and animation. Performance Capture skills may involve digital video production, digital studio sound production, and motion capture technology.

WELLNESS: HS Wellness for grades 11-12, which meets twice a week, is meant to provide students with a structured space to prepare for their college careers. The Fall semester is strictly devoted to college prep, specifically composing their own personal statements, resumes, and compiling a list of potential schools that they would like to apply to. Naviance is an online program that houses supplementary lessons that students can refer to as they devise their career and college plans. In addition, it is the platform that the College Advisor uses in conjunction with graduating seniors to gather documents that they need to start/complete their college application process. The Spring semester is devoted to providing quality sexual education for all students, fulfilling the state requirement. Abstinence, birth control, sexual identity, STDs, and other such topics are covered through, discussions, group projects, and hands-on activities including role-play. The goal of this program is to ensure our juniors and seniors are prepared to for the challenges that await them in college and beyond the walls of the classroom.

Attachment 3A: Student and Teacher "Day in the Life"

A Day in the Life of a RPCS Student (Matthew)

Matthew is an 11-year-old sixth grade student at RPCS who has been diagnosed as being on the autism spectrum. He his highly verbal, and receives cognitive therapy once a week outside of school to address his social struggles and communication issues that are associated with his diagnosis. He is academically advanced, shy, enjoys reading, and tends to gravitate towards books, comics, and computers.

Matthew begins his day at RPCS in Homeroom with his cohort/class of students whom he stays with for the entire day as they follow their schedule. Routines and procedures are in place consistently in his homeroom class, with opportunities to ensure he is prepared for the day. The Teaching Assistant who follows his cohort from class to class throughout their day checks in with him about how his evening was the night before.

Matthew has a busy day ahead of him, which begins with English Language Arts in which his class is reading and analyzing character development and growth in the novel, *Wonder*. He takes notes in his visual graphic organizer that will later be used for an essay. This graphic organizer was selected as it has been determined he is a visual learner.

His next class is mathematics, where he races through a set of word problems involving adding and subtracting positive and negative integers, finishing well before most of the other students in his class. His teacher directs him to a laptop computer in its portable cabinet to log on to a set of advanced word problems in the pre-Algebra software she is using with the class.

In third period science, Matthew works collaboratively in a group with a TA on constructing parts of a plant cell using candy and other art materials. Matthew does not enjoy group work, but does particularly well when paired with his friend James. Together, the two work diligently while in the group, yet as a pair. The TA supervises their work and encourages them to share and show their thinking with their peers. During this period, Matthew is also pulled for his check-in with his assigned guidance counselor. At this 1:1 session as mandated by his IEP, he reviews his progress towards his two current goals, "Matthew will work cooperatively with peers in a small group setting ex. sharing materials, choosing kind words, participating in conversation," and "Matthew will increase his social awareness and accurate perception of his environment by stating what is/was taking place and or by accurately imitating the actions of others."

Fourth period Matthew heads to Movement, where the students are choreographing their own dance using specific elements that have been previously taught and practiced. Matthew enjoys dancing itself, but is at times hesitant to perform with his group. Since today is a day of practice and rehearsal, he is relaxed and participates with his group while the other groups practice as well. Matthew is working with the teacher as well as his counselor on overcoming performance anxieties.

During the second half of his lunch hour, Matthew, his friend James, and two other 6th grade students meet with Ms. Miller during Collaboration. They play computer games while talking about their day, for example, the “pits” and the “peaks,” that have occurred so far.

Following lunch, Matthew attends Social Studies class, which is his least favorite course, yet he performs fairly well. The class is studying the geography of ancient Egypt, and they break into groups to continue working on a group task in which Matthew did not want to volunteer for a role such as speaker or secretary. His Social Studies teacher explained that he did not have to have a role if he did not want to, and offered him the opportunity to complete his part of the task independently as long as he would share his final product with his group. Matthew agreed and completed the task of identifying the unique geographic components that enabled Ancient Greece to have a strong economy, swiftly and accurately on a provided map. He then typed up his responses, accepting the role of secretary.

Matthew ends the day in his favorite class, Computer Science. This period, students are continuing their work on identifying the parts and purpose of pieces of a computer, using a model of a deconstructed laptop. Matthew works diligently to identify the pieces and describe their functions while making a PowerPoint presentation that demonstrates his knowledge. Matthew is given the opportunity to present it to the class, or 1:1 to the teacher. He opts to present it to the teacher, and agrees to have one peer join him for the presentation so that he still experienced peer feedback.

Matthew is dismissed after Computer Science and is escorted down to his yellow bus by his Teaching Assistant. He returns home, and then heads to Karate class, as encouraged by his family as well as school counselor. In Wellness class, Matthew has learned the importance of physical activity , self-discipline and mindfulness in helping him to manage his social and motivational struggles and he enjoys practicing the, within his martial arts studies.

A Day in the Life of a RPCS Teacher (Ms. Miller)

No two days are alike for a teacher at RCPS, except for the bell schedule that might dictate their whereabouts in 50-minute intervals. Upon their arrival, teachers are required to be in the building at least 15 minutes prior to homeroom at 7:45. Those with homeroom assignments will prepare for the bell, while those with hall posts or admin duties will report to those as well.

Within the typical teaching day, there are 7 instructional periods at 50 minutes each, but a teacher will teach no more than 4 periods per day, with one period being allotted for lunch, and at least two for prep/planning and professional development periods.

Ms. Miller’s day begins with homeroom for class 601. It is here that she greets each student with a smile and handshake at the door, asks them how their morning is going, and along with the assigned teacher assistant, ensures the students are prepared for the day. Once students are settled, the class recites the Optimist’s Creed by Christian D. Larson, and go around the room taking turns to share out their “best” and “worst” from the day before. Students copy their homework in their planners, and Ms. Miller and the TA monitor that each student has copied down the day’s assignments.

Period 1, Ms. Miller teaches class 601 ELA, so they remain in the same classroom. The class begins as all classes do, with a Do Now and Student Learning Target projected on the board to be copied and responded to. This week, the class is continuing their study of the novel *Wonder*, with a focus on character traits, development.

Period 2, Ms. Miller teaches class 602 ELA, and the class has a similar structure to that of 601. Class 602 has spent a bit more time with the novel than 601 needed to, so this period is spent working on the use of textual evidence to support text analysis, a skill 602 continues to struggle with. The class is split into homogeneous groups based on skill level, and each group is working on a different text section while discussing the question, "How is Via's life affected or changed by Auggie's deformity?"

Period 3, Ms. Miller stays with 602 for their Wellness course, which she leads. Today's lesson draws from the Sanford Harmony curriculum, beginning with the Meet Up and Buddy Up protocols where students practice positive communication and collaboration together with their assigned buddies at the beginning of class. Each week, the students are purposefully paired by the teacher. Today, the "buddy" assignments have rotated, so to help students grow accustomed to their new buddies they spend extra time in class conducting personal interviews, practicing listening and showing interest in others, and sharing information about themselves. Ms. Miller then begins the lesson with a class on responsible decision making, presenting scenarios to students in which decisions have to be made, and demonstrating the thought processes and evaluative skills needed to make the right decisions. Students discuss these and are provided with scenarios in which to practice decision making, and consequence awareness.

Ms. Miller has a personal lunch period 4, followed by 6th grade lunch duty period 5. During lunch duty, Ms. Miller is assigned to class 601, where she monitors student behavior while also circulating and engaging the students in conversation about their day so far. Halfway through the period, the students break for Collaboration, where she has a group of 4 students in her classroom for computer game time. During this free time, the students play computer games while she fosters discussion amongst them about their day, and common interests, for example, the "pits" and the "peaks," that have occurred so far. She is keenly aware of these student's personalities, interests, strengths and weakness and uses this time to gauge their overall sense of well being and serves as a mentor.

Period 6, Ms. Miller sees 603 for ELA, where the class is on the same pace as class 601. They are continuing their study of the novel *Wonder*, with a focus on character traits, development.

Period 7 is a Prep period, where Ms. Miller has time to make a quick positive call/email home to Matthew's family, as well as to call Stephanie's mom to let her know that she was missing her homework today, and that she will have an opportunity make up the assignment. She also uses this time to gather materials and resources for the next two days' worth of classes, as her prep period tomorrow is her scheduled weekly 6th Grade ELA department meeting.

Ms. Miller supervises student dismissal where she is assigned yellow bus duty, ensuring each student is accounted for at dismissal.

For the final period of the day, Data and Professional Collaboration, today is the weekly session Ms. Miller has to collaborate with her teaching assistant. For this hour once a week, they work together to review student work and data, discuss student successes and concerns, review lesson plans and the teacher/ta roles within the plans for the next week, and review both what is working, and what can be improved upon within their classroom. Ms. Miller uses this time to ensure both she and her TA continue to build on their positive, collaborative relationship and that they both have an open, collegial discourse. A consistent understanding of their student's needs, the curriculum, and the ways they can best serve their students both individually and as a cohort is essential to their working relationship and student success.

Attachment 3c: Exit Standards

Exit Standards for Middle School Promotion to High School: 16 intermediate school credits

Criteria:

- regular school attendance (18 or fewer unexcused absences)
- achievement of passing grades in sufficient numbers
- achievement of 65% or higher in "I Can Statements"
- scores on statewide-standardized tests in both ELA and mathematics will help to drive the conversation, but will not be the determining factor

Exit Standards for High School Graduation:

	Credits Needed
• English Language Arts (ELA)	8
• Math Including at least 2 credits in Advanced Math (e.g. Geometry or Algebra II)	6
• Social Studies Distributed as follows: Global History(4) US History (2) Participation in Government (1) Economics (1)	8
• Science (including labs) Distributed as follows: Life Science (2) Physical Science (2) Life Science or Earth Science (2)	6
• 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.*

*Regents exam titles will transition to NextGen when the new testing names are released

Attachment: Sample Weekly Schedules

SAMPLE MIDDLE SCHOOL STUDENT SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Homeroom 8:00-8:15	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
PERIOD 1 8:15 -9:05	601 ELA	601 ELA	601 ELA	601 ELA	601 ELA
PERIOD 2 9:05-9:55	601 MATH	601 MATH	601 MATH	601 MATH	601 MATH
PERIOD 3 9:55-10:45	601 Science	601 Science	601 Science	601 Science	601 Science
PERIOD 4 10:45-11:35	601 MOVEMENT	601 WELLNESS	601 MOVEMENT	601 WELLNESS	601 WELLNESS
PERIOD 5 11:35-12:25	LUNCH/ COLLABORATION	LUNCH/ COLLABORATION	LUNCH/ COLLABORATION	LUNCH/ COLLABORATION	LUNCH/ COLLABORATION
PERIOD 6 12:25-1:15	601 SOCIAL STUDIES	601 SOCIAL STUDIES	601 SOCIAL STUDIES	601 SOCIAL STUDIES	601 SOCIAL STUDIES
PERIOD 7 1:15-2:05	601 VISUAL ARTS	601 COMPUTER SCIENCE	601 VISUAL ARTS	601 COMPUTER SCIENCE	601 COMPUTER SCIENCE

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
- WELLNESS MEETS FOR 150/100 MINUTES
- MOVEMENT MEETS FOR 150/100 MINUTES
- COMPUTER SCIENCE MEETS FOR 150 MINUTES
- VISUAL ARTS MEETS FOR 100 MINUTES

** "Collaboration" is half of a student's lunch period (25 minutes) of constructive time for collaborative games, social group meetings, independent study, mindfulness practice, etc. All break out groups / electives within "Collaboration" will be fully staffed at all times.*

SAMPLE HIGH SCHOOL STUDENT SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Homeroom 8:00-8:15	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
PERIOD 1 8:15 -9:05	Literature and Writing	Literature and Writing	Literature and Writing	Literature and Writing	Literature and Writing
PERIOD 2 9:05-9:55	Common Core Algebra 1	Common Core Algebra 1	Common Core Algebra 1	Common Core Algebra 1	Common Core Algebra 1
PERIOD 3 9:55-10:45	US History 1	US History 1	US History 1	US History 1	US History 1
PERIOD 4 10:45-11:35	Living Environment	Living Environment	Living Environment	Living Environment	Living Environment
PERIOD 5 11:35-12:25	Wellness	Visual/Performing Arts Elective	Wellness MP 2&3, Movement MP 1&4	Visual/Performing Arts Elective	Wellness
PERIOD 6 12:25-1:15	LUNCH/ COLLABORATION	LUNCH/ COLLAORATION	LUNCH/ COLLABORATION	LUNCH/ COLLABORATION	LUNCH/ COLLABORATION
PERIOD 7 1:15-2:05	Computer Science Elective	Movement	Computer Science Elective	Movement	Computer Science Elective

WEEKLY SCHEDULED MINUTES PER SUBJECT:

- LITERATURE AND WRITING MEETS FOR 250 MINUTES
- COMMON CORE ALGEBRA 1 MEETS FOR 250 MINUTES
- US HISTORY 1 MEETS FOR 250 MINUTES
- LIVING ENVIRONMENT MEETS FOR 250 MINUTES
- WELLNESS MEETS FOR 150 MINUTES ½ of the year / 100 MINUTES ½ OF THE YEAR
- MOVEMENT MEETS FOR 150 MINUTES / 100 MINUTES ½ OF THE YEAR
- COMPUTER SCIENCE ELECTIVE MEETS FOR 150 MINUTES
- VISUAL AND PERFORMING ARTS ELECTIVE MEETS FOR 100 MINUTES

** "Collaboration" is half of a student's lunch period (25 minutes) of constructive time for collaborative games, social group meetings, independent study, mindfulness practice, etc. All break out groups / electives within "Collaboration" will be fully staffed at all times.*

SAMPLE MIDDLE SCHOOL TEACHER SCHEDULE (MIDDLE SCHOOL)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Homeroom 8:00-8:15	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
PERIOD 1 8:15 -9:05	601 ELA	601 ELA	601 ELA	601 ELA	601 ELA
PERIOD 2 9:05-9:55	602 ELA	602 ELA	602 ELA	602 ELA	602 ELA
PERIOD 3 9:55-10:45	602 WELLNESS	AdmIn	602 WELLNESS	602 WELNNESS	ADMIN
PERIOD 4 10:45-11:35	TEACHER LUNCH	TEACHER LUNCH	TEACHER LUNCH	TEACHER LUNCH	TEACHER LUNCH
PERIOD 5 11:35-12:25	STUDENT LUNCH/ COLLABORATION	STUDENT LUNCH/ COLLAORATION	STUDENT LUNCH/ COLLABORATION	STUDENT LUNCH/ COLLABORATION	STUDENT LUNCH/ COLLABORATION
PERIOD 6 12:25-1:15	603 ELA	603 ELA	603 ELA	603 ELA	603 ELA
PERIOD 7 1:15-2:05	PREP	6th Grade ELA Meeting	PREP	6th Grade Wellness Meeting	PREP
DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL
Period 8 2:30-3:30	Planning, Data and Professional Collaboration	Planning, Data and Professional Collaboration	Planning, Data and Professional Collaboration	Planning, Data and Professional Collaboration	Planning, Data and Professional Collaboration

- This sample teacher teaches 18, 50-minute periods per week; 3 sections of ELA and 1 section of Wellness
- One post of lunch duty and student Collaboration time per day.
- Two “admin” periods per week – school administrative duties ranging from mentorship to absence phone calls, operational work, etc.
- One personal lunch period per day.
- One prep/meeting period, and one Planning, Data and Collaboration period per day. (As outlined in detail within the proposal narrative.)

-
- The teacher's work day extends 1 ½ hours later than the students

SAMPLE MIDDLE SCHOOL TEACHER SCHEDULE (HIGH SCHOOL)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Homeroom 8:00-8:15	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
PERIOD 1 8:15 -9:05	Writing and Reporting	Writing and Reporting	Writing and Reporting	Writing and Reporting	Writing and Reporting
PERIOD 2 9:05-9:55	Literature and Writing	Literature and Writing	Literature and Writing	Literature and Writing	Literature and Writing
PERIOD 3 9:55-10:45	902 WELLNESS	AdmIn	902 WELLNESS	902 WELNNESS (MP 2&3)	ADMIN
PERIOD 4 10:45-11:35	TEACHER LUNCH	TEACHER LUNCH	TEACHER LUNCH	TEACHER LUNCH	TEACHER LUNCH
PERIOD 5 11:35-12:25	Writing for Research	Writing for Research	Writing for Research	Writing for Research	Writing for Research
PERIOD 6 12:25-1:15	STUDENT LUNCH/ COLLABORATION	STUDENT LUNCH/ COLLABORATION	STUDENT LUNCH/ COLLABORATION	STUDENT LUNCH/ COLLABORATION	STUDENT LUNCH/ COLLABORATION
PERIOD 7 1:15-2:05	PREP	HS ELA Meeting	PREP	HS Wellness Meeting	PREP
DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL
Period 8 2:30-3:30	Planning, Data and Professional Collaboration	Planning, Data and Professional Collaboration	Planning, Data and Professional Collaboration	Planning, Data and Professional Collaboration	Planning, Data and Professional Collaboration

- This sample teacher teaches 18, 50-minute periods per week; 3 sections of ELA and 1 section of Wellness
- One post of lunch duty and student Collaboration time per day.
- Two "admin" periods per week – school administrative duties ranging from mentorship to absence phone calls, operational work, etc.
- One personal lunch period per day.

- One prep period/meeting, and one Planning, Data and Collaboration period per day. (As outlined in detail within the proposal narrative.)
- The teacher's work day extends 1 ½ hours later than the students

Richmond Preparatory Charter School 2019-2020 School Calendar

1-5 Staff Training
4 Independence Day

JULY 2019						
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			

26-30 Staff Training

AUGUST 2019						
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

2 School Closed (Labor Day)
9 First Day of School
16 Open House
30 School Closed (Rosh Hashanah)
27 Half Day/PD

SEPTEMBER 2019						
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					

9 School Closed (Yom Kippur)
TBD PSAT
25 Half Day/PD

OCTOBER 2019						
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		

5 No School for Students / Election Day/PD
15 Half Day/ 1st Marking Period Ends/PD
28-29 School Closed (Thanksgiving Recess)
28 Half Day/ Parent-Teacher Conferences

NOVEMBER 2019						
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

13 Half Day/PD
24-31 School Closed (Winter Recess)

DECEMBER 2019						
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 2020						
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)
20 School Closed (M.L. King Jr. Day)
17 Half Day
24 2nd Marking Periods Ends

FEBRUARY 2020						
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

6 Half Day/ Parent-Teacher Conferences
14 Half Day/PD
24-28 School Closed (Mid-Winter Recess)

MARCH 2020						
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				

13 Half Day/PD
30 School Closed (Spring Recess)

APRIL 2020						
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		

1-3 School Closed (Spring Recess)
TBD ELA State Exam
17 Half Day/ 3rd Marking Period Ends/PD
22 Lottery Drawing
23 Half Day/ Parent-Teacher Conferences

MAY 2020						
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

TBD Math State Exam
17 Half Day/ New Student Registration
21 Half Day/ New Student Registration
25 School Closed (Memorial Day)

JUNE 2020						
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				

22 Half Day/PD
26 Half Day – Last Day

185 Instructional Days

Table 1: Applicant Group Additions and Deletions

Created: 03/12/2018 • Last updated: 03/14/2018

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	Joseph Carroll [redacted]	District Manager, Community Board 1	Extensive experience & knowledge of Staten Island		Trustee	Added
2	Dirk Tillotson [redacted]	Founder and Executive Director of the New York Charter School Incubator	Attorney; extensive experience in charter school leadership		Trustess	Added
3	Lily McNair [redacted]	Wagner College Provost	Educator & Psychologist		Trustee	Added
4	Michael Caridi [redacted]	Managing Dir. of VGE Management Group	Business Mgmt.		Trustee	Added

5	Erin Celletti [redacted]	Director of Cimmunicatio s/Educator	Teacher & Grant Writer	employee		Added
6	Evelyn Phair Finn [redacted]	VP of Academic Affairs for Integration Charter Schools	Educator and School Leader	employee		Added
7						
8						
9						
10						
11						
12						
13						
14						
15						Added

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).

Members of the current applicant group were among the original applicants for both the John W. Lavelle Preparatory Charter School charter (LP), the New Ventures Charter School (NV) charter, and the Lois & Richard Nicotra Early College Charter School (NECCS) charter. Integration Charter Schools (ICS), the surviving education corporation in the merger of LP and NV which became effective in July 2017, currently has the authority to operate all three (3) schools. The LP charter application was submitted in 2008 to the NYC Department of Education (NYC DOE), approved that year by the Chancellor, and then approved by the Board of Regents in 2009. Members of the current 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 NV charter application was submitted to NYSED in January 2014, withdrawn, subsequently resubmitted, and approved by the Board of Regents in November 2014. In July 2017, the Board of Trustees of ICS submitted the NECCS charter application; then withdrew it and subsequently resubmitted it. The NECCS application was approved by the Board of Regents in November 2017.

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.

As approved by the ICS Board on July 6, 2017

INTEGRATION CHARTER SCHOOLS

CODE OF ETHICS
FOR TRUSTEES, OFFICERS AND EMPLOYEES

The Board of Trustees (the "Board") of Integration Charter Schools ("ICS" or the "Corporation") 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 ICS leadership and its Schools, and the attainment of the Corporation's 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 ICS, 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 ICS or any of its Schools 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 ICS, 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 ICS 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.

I. Introduction[1]

II. Employment

Employment at Will: An employee's relationship with the School is "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 notice, and 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, 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, marital status, military status, predisposing genetic characteristics or any other characteristic protected by local, state, or federal law, or on actions such 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

[1] The Introduction contained in the Personnel Handbook has been omitted due to space limitations in this Application; the School will provide the complete Personnel Handbook upon request.

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.[2]

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.

[2] 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.

- 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 mandated benefits (such as Social Security and Workers' Compensation), they are generally ineligible for all of the School's discretionary 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 eligible for overtime pay. Employees employed in bona fide executive, administrative, or professional capacities are generally 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 at a rate of 1.5 times their regular hourly rate for all hours worked over forty hours in a given work week. Before working overtime hours, employees must receive permission in advance from their supervisor. Non-exempt employees are paid on an hourly basis.

III. SEPARATION

Resignation: Instructional employees (defined as all classroom and teaching staff, including the principal) are strongly encouraged to file a written notice with the School at least thirty (30) days prior to the date of resignation. Non-instructional staff are strongly encouraged to file a written notice with the School at least fourteen (14) days prior to the date of resignation. The School believes that such periods are 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 notice, and 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 from work for three (3) consecutive working days 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.

Excessive tardiness, absenteeism, or an unauthorized absence may result in disciplinary action, up to and including termination of employment.

Personnel Records and Files: 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 may also 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, and/or requests for employment/payroll verification.

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.[3]

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 shall be required to 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. At any reasonable time upon request, and without further compensation or limitation, employees shall be required to 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 shall not 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 Preparatory 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

[3] 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.

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.

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. Employees 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 will not receive pay for any unused sick days, vacation 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 who separate from employment, 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 summer pay for the summer following such year as follows: one-tenth of the amount of the summer 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 a rate that is 1.5 times their regular hourly 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 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 request permission from their supervisor 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: The School complies with the New York City Earned Sick Time Act. 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, 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.

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 are not permitted to 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 work 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 against 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.[4]

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.

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[4] 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.

Coverage for Absences: All Teachers and Teaching Assistants are expected to cover their colleague's absences. All employees are responsible for checking their 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' 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 eligibility for 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.

New York State Paid Family Leave: The School, in accordance with New York State Law, will provide New York State Paid Family Leave to its employees.

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 payments from the School will be owed to 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 law, regulations, and 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 more expensive than health coverage for active employees, because the School typically pays the whole or part of the insurance premium for active employees.

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 confidential 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.[5]

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 seventy-five dollars ($75.00) – 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 $75.00, even when refused, must be

[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.

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 may 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 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.

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, 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[6]: 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 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

[6] The complete Code of Ethics, Conflict of Interest Policy and Whistleblower Policy contained in the Personnel Handbook have been omitted due to space limitations in this Application; the School will provide the complete Personnel Handbook upon request.

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.

Drug and Alcohol Free Workplace/Drug Screening: It is School policy to create a drug-free workplace. 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.

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.[7]

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

[7] 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.

outdoor grounds contained within a public or private pre-school, nursery school, elementary or secondary school.

X. DISABILITY AND PREGNANCY 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 to the School.

The School is committed to complying with its obligations under the New York City Human Rights and/or other applicable laws to reasonably accommodate pregnancy, childbirth, and related medical conditions.

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[8]

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:

[8] The complete Code of Ethics, Conflict of Interest Policy and Whistleblower Policy contained in the Personnel Handbook have been omitted due to space limitations in this Application; the School will provide the complete Personnel Handbook upon request.

- Using proprietary or confidential information for personal gain or to the School's detriment
- 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 an ownership interest 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, but an employee 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**[9]

[9] 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.

Richmond Preparatory 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.

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		2,555,227	4,559,750	6,257,082	7,383,973	8,403,108
Total Expenses		2,338,957	3,916,503	5,333,618	6,662,045	7,476,070
Net Income (Before Cash Flow Adjustments)		216,270	643,247	923,464	721,928	927,038
Actual Student Enrollment		108	205	293	345	392
Total Paid Student Enrollment		-	-	-	-	-
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2020	**2021**	**2022**	**2023**	**2024**
		***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	15,307	1,653,156	3,140,996	4,480,053	5,283,487	6,006,577
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
		1,653,156	3,140,996	4,480,053	5,283,487	6,006,577
Special Education Revenue	19,039	685,404	1,172,041	1,671,700	1,971,496	2,241,312
Grants						
Stimulus		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		2,338,560	4,313,037	6,151,753	7,254,983	8,247,889
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs			20,940	29,316	40,833	58,632
Title I		20,000	30,000	35,000	40,000	42,000
Title Funding - Other		-	-	-	-	-
School Food Service (Free Lunch)		30,000	29,106	41,013	48,157	54,587
Grants						
Charter School Program (CSP) Planning & Implementation		166,667	166,667	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		216,667	246,713	105,329	128,990	155,219
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 - Rent Supplement						
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-
TOTAL REVENUE		**2,555,227**	**4,559,750**	**6,257,082**	**7,383,973**	**8,403,108**

EXPENSES							*List exact titles included in the position category, if different from description, and staff FTE"s (Full time equilivalent)*
ADMINISTRATIVE STAFF PERSONNEL COSTS	**No. of**						1.
Executive Management	8	73,473	127,292	173,620	204,999	238,375	Shared (all sharing based on % of ICS students at RPCS
Instructional Management	5.00	263,236	294,258	322,845	451,608	481,856	3 shared (2 VPs and Dir/Couns; princiapl; Dir/Training AP added in Year 4
Deans, Directors & Coordinators	-						
CFO / Director of Finance	1.00	7,908	13,701	18,687	22,064	25,657	ICS Share Cost
Operation / Business Manager	1.00	5,983	10,365	14,137	16,692	19,410	ICS Share Cost
Administrative Staff	6.00	103,100	106,193	109,379	112,660	116,040	6 shared admin staff plus receptionis and principals asst. N0 finance asst included!
TOTAL ADMINISTRATIVE STAFF	21.00	453,700	551,809	638,667	808,024	881,337	
INSTRUCTIONAL PERSONNEL COSTS	**No. of**						
Teachers - Regular		-	-	-	-	-	
Teachers - SPED	9.00	558,000	1,220,940	1,796,730	2,379,742	2,705,430	Increasing to 22; avg salary increasing from $60,000 to $73000
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	8.00	320,000	532,000	758,800	894,880	1,017,352	Increasing to 25; av g salary $40,000
Specialty Teachers	-	-	-	-	-	-	
Aides	2.00	50,000	50,000	75,000	100,000	100,000	Inreasing to 4
Therapists & Counselors	2.00	160,000	326,304	473,586	572,764	668,714	Increasing to 8; avg salary increasing from $80,000 to $90,000
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	21.00	1,088,000	2,129,244	3,104,116	3,947,385	4,491,496	
NON-INSTRUCTIONAL PERSONNEL COSTS	**No. of**						
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	2.00	96,000	97,920	99,878	101,876	103,913	
Other: Cafeteria	2.00	40,000	40,800	41,616	42,448	43,297	
TOTAL NON-INSTRUCTIONAL	4.00	136,000	138,720	141,494	144,324	147,211	
SUBTOTAL PERSONNEL SERVICE COSTS	46.00	1,677,700	2,819,773	3,884,278	4,899,733	5,520,044	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	7.65%	128,344	215,713	297,147	374,830	422,283	
Fringe / Employee Benefits	14%	234,878	394,768	543,799	685,963	772,806	
Retirement / Pension	5%	83,885	140,989	194,214	244,987	276,002	
TOTAL PAYROLL TAXES AND BENEFITS		447,107	751,470	1,035,160	1,305,779	1,471,092	
TOTAL PERSONNEL SERVICE COSTS	46.00	2,124,807	3,571,243	4,919,438	6,205,512	6,991,136	
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		27,000	51,250	73,250	86,250	98,000	
Payroll Services		5,000	6,180	6,365	6,556	6,753	
Special Ed Services							
Titlement Services (i.e. Title I)		1,000	1,500	1,500	2,000	2,000	
Other Purchased / Professional / Consulting		2,500	3,000	5,000	10,000	10,000	
TOTAL CONTRACTED SERVICES		52,000	79,430	105,615	126,806	141,253	
SCHOOL OPERATIONS							
Board Expenses		-					
Classroom / Teaching Supplies & Materials		10,000	16,830	23,715	27,846	31,564	
Special Ed Supplies & Materials		-	-	-	-	-	
Textbooks / Workbooks		50,000	82,000	117,200	138,000	156,800	
Supplies & Materials other		-	-	-	-	-	
Equipment / Furniture		-	35,000	22,000	15,000	15,000	
Telephone		5,000	8,200	8,200	6,000	6,000	
Technology		15,000	20,000	25,000	20,000	20,000	
Student Testing & Assessment		5,400	9,900	13,950	16,380	18,567	
Field Trips		1,000	1,500	2,000	2,500	3,000	
Transportation (student)		-	-	-	-	-	
Student Services - other		-	-	-	-	-	
Office Expense		2,000	2,550	3,000	4,000	5,000	

Staff Development	1,500	2,000	4,000	4,500	5,550
Staff Recruitment	750	850	1,000	1,000	1,200
Student Recruitment / Marketing	7,000	8,000	8,500	9,000	9,000
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	-	-	-	-	-
Fundraising	-	-	-	-	-
Other	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	97,650	186,830	228,565	244,226	271,681
FACILITY OPERATION & MAINTENANCE					
Insurance	30,000	32,000	35,000	40,000	50,000
Janitorial					
Building and Land Rent / Lease	-	-	-	-	-
Repairs & Maintenance	1,000	2,000	2,500	3,000	3,000
Equipment / Furniture		12,000	10,000	10,000	12,000
Security			-	-	
Utilities					
TOTAL FACILITY OPERATION & MAINTENANCE	31,000	46,000	47,500	53,000	65,000
DEPRECIATION & AMORTIZATION	8,500	8,000	7,500	7,500	7,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	25,000	-
TOTAL EXPENSES	**2,338,957**	**3,916,503**	**5,333,618**	**6,662,045**	**7,476,070**
NET INCOME	**216,270**	**643,247**	**923,464**	**721,928**	**927,038**
					3,431,948

ENROLLMENT - *School Districts Are Linked To Above Entries*					
District of Location	108	205	293	345	392
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
TOTAL ENROLLMENT	**108**	**205**	**293**	**345**	**392**
REVENUE PER PUPIL	**23,660**	**22,221**	**21,379**	**21,392**	**21,414**
EXPENSES PER PUPIL	**21,657**	**19,086**	**18,223**	**19,301**	**19,052**

CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	8,500	8,000	7,500	7,500	7,000
Other	-	-	-	-	-
Total Operating Activities	8,500	8,000	7,500	7,500	7,000
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	20,000	35,000	22,000	15,000	15,000
Other	-	-	-	-	-
Total Investment Activities	20,000	35,000	22,000	15,000	15,000
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	**28,500**	**43,000**	**29,500**	**22,500**	**22,000**
NET INCOME	**244,770**	**686,247**	**952,964**	**744,428**	**949,038**
Beginning Cash Balance	35,383	280,153	966,400	1,919,364	2,663,792
ENDING CASH BALANCE	**280,153**	**966,400**	**1,919,364**	**2,663,792**	**3,612,831**

Year	Number of Students Enrolled in Charter Schools Per Year	Charter School Basic Tuition Rate	Total Charter School Basic Tuition
2018-19	108	$ 15,307.00	$1,653,156
2019-20	205	$ 15,307.00	$3,137,935
2020-21	293	$ 15,307.00	$4,484,951
2021-22	345	$ 15,307.00	$5,280,915
2022-23	392	$ 15,307.00	$6,000,344

General Overview: The Charter Schools Act requires applications to incl
programmatic and fiscal impact of the school on other public and nonpub
provide an assessment of the projected fiscal impact of the proposed sch
area.

al Impact Table

Estimated District Special Education Payment	Total District General Fund Budget	Percent of District Budget
$ 178,540,848	$24,800,000,000	0.72%
$ 643,276,675	$24,800,000,000	2.59%
$ 1,314,090,643	$24,800,000,000	5.30%
$ 1,821,915,675	$24,800,000,000	7.35%
$ 2,352,134,848	$24,800,000,000	9.48%

ude “Evidence of… an assessment of the projected
lic schools in the area.” Using this worksheet,
ool on other public and nonpublic schools in the

New York State Education Department

Request for Proposals to Establish Charter Schools 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

	Richmond Preparatory Charter School
Contact Name:	Privanga Iddamalgoda
Contact Email:	[redacted]
Contact Phone:	
District of Location	New York
	Examples
Pre-Opening Period	01/01/2019 to 06/30/2019
Operational Year ONE	July 1, 2019 to June 30 , 2020

Richmond Preparatory Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
01/01/2019 to 06/30/2019

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	166,667
Total Expenses	117,950
Net Income	48,718
Actual Student Enrollment	-
Total Paid Student Enrollment	-

	CY Per Pupil Rate	START-UP PERIOD
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)	-	-
		-
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		166,667
Other		-
Other		-
TOTAL REVENUE FROM FEDERAL SOURCES		166,667
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		**166,667**

EXPENSES

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

	No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	1.00	10,000
Instructional Management	1.00	60,000
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	1.00	15,000
TOTAL ADMINISTRATIVE STAFF	3.00	85,000
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	3.00	85,000
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		6,503
Fringe / Employee Benefits		12,197
Retirement / Pension		4,250
TOTAL PAYROLL TAXES AND BENEFITS		22,950
TOTAL PERSONNEL SERVICE COSTS	3.00	107,950
CONTRACTED SERVICES		
Accounting / Audit		10,000
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	-
TOTAL CONTRACTED SERVICES	10,000
SCHOOL OPERATIONS	
Board Expenses	-
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	-
Technology	-
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	-
Staff Recruitment	-
Student Recruitment / Marketing	-
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	-
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	**117,950**
NET INCOME	**48,718**

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	-

Richmond Preparatory Charter School

	PROJECTED CASH FLOW FOR PRE-OPENING PERIOD 01/01/2019 to 06/30/2019							PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR * 01/01/2019 to 06/30/2019												
								* This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year												
Total Revenue	20,000	20,000	33,333	10,000	20,000	50,000	153,333	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	17,989	17,989	17,989	17,996	17,995	27,993	117,950	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	2,011	2,011	15,344	(7,996)	2,005	22,007	35,383	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	2,011	4,023	19,367	11,371	13,376	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	2,011	4,023	19,367	11,371	13,376	35,383	35,383	-	-	-	-	-	-	-	-	-	-	-	-	-
	January	**February**	**March**	**April**	**May**	**June**	**TOTAL**	**July**	**August**	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**TOTAL**
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		-	33,333	-	-	50,000	83,333	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	33,333	-	-	50,000	83,333	-	-	-	-	-	-	-	-	-	-	-	-	-
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	20,000	20,000	-	10,000	20,000	-	70,000	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	20,000	20,000	-	10,000	20,000	-	70,000	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	**20,000**	**20,000**	**33,333**	**10,000**	**20,000**	**50,000**	**153,333**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
EXPENSES																				
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions																			
Executive Management		1,667	1,667	1,667	1,667	1,667	1,666	10,000	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	10,000	10,000	10,000	10,000	10,000	10,000	60,000	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	2,500	2,500	2,500	2,500	2,500	2,500	15,000	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	14,167	14,167	14,167	14,167	14,167	14,166	85,000	-	-	-	-	-	-	-	-	-	-	-	-
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	-	14,167	14,167	14,167	14,167	14,167	14,166	85,000	-	-	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS																				
Payroll Taxes		1,084	1,084	1,084	1,084	1,084	1,084	6,502	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits		2,030	2,030	2,030	2,037	2,036	2,035	12,198	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension		708	708	708	708	708	708	4,250	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		3,822	3,822	3,822	3,829	3,828	3,827	22,950	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	17,989	17,989	17,989	17,996	17,995	17,993	107,950	-	-	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES																				
Accounting / Audit		-	-	-	-	-	10,000	10,000	-	-	-	-	-	-	-	-	-	-	-	-
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		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

TOTAL CONTRACTED SERVICES	-	-	-	-	-	10,000	10,000	-	-	-	-	-	-	-	-	-	-	-	-	-
SCHOOL OPERATIONS																				
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	**17,989**	**17,989**	**17,989**	**17,996**	**17,995**	**27,993**	**117,950**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
NET INCOME	**2,011**	**2,011**	**15,344**	**(7,996)**	**2,005**	**22,007**	**35,383**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
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	**2,011**	**2,011**	**15,344**	**(7,996)**	**2,005**	**22,007**	**35,383**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	-	2,011	4,023	19,367	11,371	13,376	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	**2,011**	**4,023**	**19,367**	**11,371**	**13,376**	**35,383**	**35,383**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**

Richmond Preparatory Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

July 1, 2019 to June 30 , 2020

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	**1,601,310**	**705,404**	**-**	**-**	**248,513**	**2,555,227**
Total Expenses	**1,309,659**	**748,576**	**-**	**-**	**280,723**	**2,338,957**
Net Income	**291,651**	**(43,172)**	**-**	**-**	**(32,210)**	**216,270**
Actual Student Enrollment	**108**	**36**				**108**
Total Paid Student Enrollment	**-**	**-**				**-**

	CY Per Pupil Rate	PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue								
District of Location	15,307	1,471,310	685,404	-		181,846.00	2,338,560	1,653,156
School District 2 (Enter Name)		-	-	-	-	-	-	
School District 3 (Enter Name)		-	-	-	-	-	-	
School District 4 (Enter Name)		-	-	-	-	-	-	
School District 5 (Enter Name)		-	-	-	-	-	-	
		1,471,310	685,404	-	-	181,846	2,338,560	
Special Education Revenue		-	-	-	-	-	-	
Grants								
Stimulus		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		1,471,310	685,404	-	-	181,846	2,338,560	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	-	-	-	-	-	
Title I		-	20,000	-	-	-	20,000	
Title Funding - Other		-	-	-	-	-	-	
School Food Service (Free Lunch)		30,000	-	-	-	-	30,000	
Grants								
Charter School Program (CSP) Planning & Implementation		100,000	-	-	-	66,667	166,667	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		130,000	20,000	-	-	66,667	216,667	
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		**1,601,310**	**705,404**	**-**	**-**	**248,513**	**2,555,227**	

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 equivilvalent)

	No. of Positions						
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	-	-	-	-	-	73,473	73,473
Instructional Management	-	184,266	78,970	-	-	-	263,236
Deans, Directors & Coordinators	-	-	-	-		-	-
CFO / Director of Finance	-	-	-	-	-	7,908	7,908
Operation / Business Manager	-	-	-	-	-	5,983	5,983
Administrative Staff	-	-	-	-	-	103,100	103,100
TOTAL ADMINISTRATIVE STAFF	-	184,266	78,970	-	-	190,464	453,700
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-	-	-	-	-	-	-
Teachers - SPED	-	368,280	189,720	-	-	-	558,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	160,000	160,000	-	-	-	320,000
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	50,000	-	-	-	-	50,000
Therapists & Counselors	-	-	160,000	-	-	-	160,000
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	578,280	509,720	-	-	-	1,088,000
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	96,000	-	-	-	-	96,000
Other	-	40,000	-	-	-	-	40,000
TOTAL NON-INSTRUCTIONAL	-	136,000	-	-	-	-	136,000
SUBTOTAL PERSONNEL SERVICE COSTS	-	898,546	588,690	-	-	190,464	1,677,700
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		68,739	45,035	-	-	14,570	128,344
Fringe / Employee Benefits		125,796	82,417	-	-	26,665	234,878
Retirement / Pension		44,927	29,435	-	-	9,523	83,885
TOTAL PAYROLL TAXES AND BENEFITS		239,463	156,886	-	-	50,759	447,107
TOTAL PERSONNEL SERVICE COSTS	-	1,138,009	745,576	-	-	241,223	2,124,807
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	15,000	15,000
Legal		-	-	-	-	1,500	1,500
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		27,000	-	-	-	-	27,000
Payroll Services		-	-	-	-	5,000	5,000
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	1,000	1,000
Other Purchased / Professional / Consulting		2,500	-	-	-	-	2,500
TOTAL CONTRACTED SERVICES		29,500	-	-	-	22,500	52,000
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		7,000	3,000	-	-	-	10,000
Special Ed Supplies & Materials		-	-	-	-	-	-
Textbooks / Workbooks		50,000	-	-	-	-	50,000
Supplies & Materials other		-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-
Telephone		-	-	-	-	5,000	5,000
Technology		15,000	-	-	-	-	15,000
Student Testing & Assessment		5,400	-	-	-	-	5,400
Field Trips		-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-
Office Expense		500	-	-	-	2,000	2,500
Staff Development		2,000	-	-	-	-	2,000
Staff Recruitment		750	-	-	-	-	750
Student Recruitment / Marketing		7,000	-	-	-	-	7,000
School Meals / Lunch		-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-
Fundraising		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		87,650	3,000	-	-	7,000	97,650
FACILITY OPERATION & MAINTENANCE							
Insurance		20,000	-	-	-	10,000	30,000
Janitorial		-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-
Repairs & Maintenance		1,000	-	-	-	-	1,000
Equipment / Furniture		-	-	-	-	-	-
Security		-	-	-	-	-	-
Utilities		-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		21,000	-	-	-	10,000	31,000
DEPRECIATION & AMORTIZATION		8,500	-	-	-	-	8,500
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		25,000	-	-	-	-	25,000
TOTAL EXPENSES		**1,309,659**	**748,576**	**-**	**-**	**280,723**	**2,338,957**
NET INCOME		**291,651**	**(43,172)**	**-**	**-**	**(32,210)**	**216,270**

ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION		
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	**108**	**36**	**-**	**108**
REVENUE PER PUPIL	**14,827**	**19,595**	**-**	**23,660**
EXPENSES PER PUPIL	**12,126**	**20,794**	**-**	**21,657**

Richmond Preparatory Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 20XX to June 30, 20XX

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	423,093	473,093	4,000	391,760	2,000	391,260	2,200	391,760	2,000	441,260	2,000	2,000	2,526,426
Total Expenses	65,251	65,351	198,030	196,930	194,830	205,930	196,430	194,380	195,380	196,130	195,030	208,380	2,112,053
Net Income	357,842	407,742	(194,030)	194,830	(192,830)	185,330	(194,230)	197,380	(193,380)	245,130	(193,030)	(206,380)	414,373
Cash Flow Adjustments	708	708	708	708	708	708	708	708	708	708	708	708	8,500
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	358,550	408,450	(193,322)	195,538	(192,122)	186,038	(193,522)	198,088	(192,672)	245,838	(192,322)	(205,672)	422,873

*** Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.**

	CY Per Pupil Rate	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE														
REVENUES FROM STATE SOURCES														
Per Pupil Revenue														
District of Location	-	275,526	275,526	-	275,526	-	275,526	-	275,526	-	275,526	-	-	1,653,156
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
		275,526	275,526	-	275,526	-	275,526	-	275,526	-	275,526	-	-	1,653,156
Special Education Revenue		114,234	114,234	-	114,234	-	114,234	-	114,234	-	114,234	-	-	685,404
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		389,760	389,760	-	389,760	-	389,760	-	389,760	-	389,760	-	-	2,338,560
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	-	-	-
Title I		-	-	4,000	-	-	-	-	-	-	-	-	-	4,000
Title Funding - Other		-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	2,000	2,000	1,500	2,200	2,000	2,000	1,500	2,000	2,000	17,200
Grants														
Charter School Program (CSP) Planning & Implementation		33,333	83,333	-	-	-	-	-	-	-	50,000	-	-	166,666
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		33,333	83,333	4,000	2,000	2,000	1,500	2,200	2,000	2,000	51,500	2,000	2,000	187,866
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		423,093	473,093	4,000	391,760	2,000	391,260	2,200	391,760	2,000	441,260	2,000	2,000	2,526,426
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	-	6,123	6,123	6,123	6,123	6,123	6,123	6,123	6,123	6,123	6,123	6,123	6,123	73,473
Instructional Management	-	21,936	21,936	21,936	21,936	21,936	21,936	21,936	21,936	21,936	21,936	21,936	21,936	263,236
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	659	659	659	659	659	659	659	659	659	659	659	659	7,908
Operation / Business Manager	-	499	499	499	499	499	499	499	499	499	499	499	499	5,983
Administrative Staff	-	8,592	8,592	8,592	8,592	8,592	8,592	8,592	8,592	8,592	8,592	8,592	8,592	103,100
TOTAL ADMINISTRATIVE STAFF	-	37,808	37,808	37,808	37,808	37,808	37,808	37,808	37,808	37,808	37,808	37,808	37,808	453,700
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	52,700	52,700	52,700	52,700	52,700	52,700	52,700	52,700	52,700	52,700	527,000
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	266,667
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	41,667
Therapists & Counselors	-		-	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	133,330
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	96,866	96,866	96,866	96,866	96,866	96,866	96,866	96,866	96,866	96,866	968,663
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	80,000
Other	-	-	-	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	40,000
TOTAL NON-INSTRUCTIONAL	-	-	-	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	120,000

SUBTOTAL PERSONNEL SERVICE COSTS	-	37,808	37,808	146,675	146,675	146,675	146,675	146,675	146,675	146,675	146,675	146,675	146,675	1,542,363
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		2,892	2,892	11,221	11,221	11,221	11,221	11,221	11,221	11,221	11,221	11,221	11,221	117,991
Fringe / Employee Benefits		5,293.16	5,293.16	20,534.45	20,534.45	20,534.45	20,534.45	20,534.45	20,534.45	20,534.45	20,534.45	20,534.45	20,534.45	215,931
Retirement / Pension		1,890.42	1,890.42	7,333.73	7,333.73	7,333.73	7,333.73	7,333.73	7,333.73	7,333.73	7,333.73	7,333.73	7,333.73	77,118
TOTAL PAYROLL TAXES AND BENEFITS		10,076	10,076	39,089	39,089	39,089	39,089	39,089	39,089	39,089	39,089	39,089	39,089	411,040
TOTAL PERSONNEL SERVICE COSTS	-	47,884	47,884	185,763	185,763	185,763	185,763	185,763	185,763	185,763	185,763	185,763	185,763	1,953,403
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	15,000	15,000
Legal		-	500	-	-	-	500	-		-	-	-	500	1,500
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	2,700	2,700	2,500	2,700	2,700	2,700	2,700	2,500	2,700	23,900
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		1,000	-	-	-	-	-	-	-	-	-	-	-	1,000
Other Purchased / Professional / Consulting		-	-	1,000	-	-	-	-	-	500	-	-	-	1,500
TOTAL CONTRACTED SERVICES		1,000	500	1,000	2,700	2,700	3,000	2,700	2,700	3,200	2,700	2,500	18,200	42,900
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		3,000	2,500	500	500	500	250	500	500	500	500	300	450	10,000
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		10,000	10,000	5,000	2,500	2,500	10,000	2,500	2,000	2,000	2,000	1,000	500	50,000
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone		-	200	300	500	500	500	500	500	500	500	500	500	5,000
Technology		-	2,500	2,500	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	14,000
Student Testing & Assessment		-	-	-	2,000	-	-	-	-	-	-	2,000	-	4,000
Field Trips		-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		200	100	200	200	100	150	200	150	150	150	200	200	2,000
Staff Development		-	-	1,000	-	-	-	-	-	-	1,000	-	-	2,000
Staff Recruitment		500	-	-	-	-	-	-	-	-	250	-	-	750
Student Recruitment / Marketing		1,000	-	-	-	-	3,500	1,500	-	500	500	-	-	7,000
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		14,700	15,300	9,500	6,700	4,600	15,400	6,200	4,150	4,650	5,900	5,000	2,650	94,750
FACILITY OPERATION & MAINTENANCE														
Insurance		1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Janitorial		-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance			-	100	100	100	100	100	100	100	100	100	100	1,000
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		1,667	1,667	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	21,000
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		**65,251**	**65,351**	**198,030**	**196,930**	**194,830**	**205,930**	**196,430**	**194,380**	**195,380**	**196,130**	**195,030**	**208,380**	2,112,053
NET INCOME		**357,842**	**407,742**	**(194,030)**	**194,830**	**(192,830)**	**185,330**	**(194,230)**	**197,380**	**(193,380)**	**245,130**	**(193,030)**	**(206,380)**	**414,373**
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation		708	708	708	708	708	708	708	708	708	708	708	708	8,500
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		708	708	708	708	708	708	708	708	708	708	708	708	8,500
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		**708**	**708**	**708**	**708**	**708**	**708**	**708**	**708**	**708**	**708**	**708**	**708**	**8,500**
NET INCOME		**358,550**	**408,450**	**(193,322)**	**195,538**	**(192,122)**	**186,038**	**(193,522)**	**198,088**	**(192,672)**	**245,838**	**(192,322)**	**(205,672)**	**422,873**
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE		**358,550**	**408,450**	**(193,322)**	**195,538**	**(192,122)**	**186,038**	**(193,522)**	**198,088**	**(192,672)**	**245,838**	**(192,322)**	**(205,672)**	**422,873**

Attachment 11 – Pre-Opening Plan for Richmond Preparatory Charter School

Pre-Opening Action Items:	**To Be Completed By:**	**Key Person:**
Submit grant applications for start-up funding to local bank foundations	June 30, 2018	Director of Finance
Identify two possible alternative school sites	July 30, 2018	President, VP of Ops and Director of Facilities and Security
Establish Student Support Council	September 30, 2018	President
Establish Community Council	September 30, 2018	President
Establish work group and process for parent outreach	September 30, 2018	President
Develop initial teacher recruitment plan	October 30, 2018	President/VP of Academic Affairs
Establish compensation structure (salaries, benefits, vacation, etc.)	October 30, 2018	President and VP of Operations
Create personnel policy manual and have it adopted by Board of Trustees	October 30, 2018	VP of Operations
Hire School Leader to begin 1/1/2019	November 1, 2018	President
Initial teacher recruitment open house	November 21, 2018	School Leader/VP of Career Development and Student Integration
Develop student recruitment plan and timeline	November 30, 2018	School Leader/VP of Academic Affairs
Finalize student application	November 30, 2018	VP of Operations/School Leader
Procure necessary start-up insurance coverage	December 30, 2018	VP of Operations
Complete Charter School Program Grant (CSP) application	December 30, 2018	Director of Finance
Obtain Articles of Incorporation / provisional charter from the NYS Board of Regents	December 31, 2018	Director of Finance
Contact broker and determine discretionary benefits provided to employees	January 15, 2019	VP of Operations
File IRS Form SS-4 to apply for a Federal Employer Identification Number (F.E.I.N.)	January 30, 2019	Completed
Establish a bank account / ecsrow account (if required by authorizer)	January 30, 2019	Completed
Retain an auditing firm to assist with annual audit and mandatory government filings	January 30, 2019	Director of Finance
Set up accounting system and Chart of Accounts	January 30, 2019	Director of Finance
Set up purchasing, receiving and distribution systems	January 30, 2019	Director of Finance
Set up postal and shipping systems and accounts (UPS, FedEx)	January 30, 2019	Completed
Establish vendor accounts for office supplies	January 30, 2019	Completed
Apply to IRS for 50l (c)3 status	January 30, 2019	Completed

Apply for State Stimulus Funds (SFF) Grant	January 30, 2019	VP of Operations
Process paperwork for DOE DYCD Start Up Funds (previously known as OTPS)	January 30, 2019	Director of Finance
Complete initial governing board training on roles and responsibilities	March 30, 2019	Completed
Apply for New York State Exemption Certificate	March 30, 2019	Completed
Hold Lottery	April 24, 2019	Director of Operations and School Leader
Contract with payroll vendor	April 30, 2019	Completed
Create Attendance Policy	April 30, 2019	School Leader and VP of Academic Affairs
Develop Freedom of Information Law policy	April 30, 2019	Completed
Complete Transportation Request Form, available from Office of Pupil Transportation (OPT)	April 30, 2019	Director of Operations
Establish contact with DOE Regional Council on Special Education	April 30, 2019	VP of Career Development and Student Integration
Identify students who have IEPs	April 30, 2019	VP of Career Development and Student Integration
Begin enrolling/registering new students	May 10, 2019	Director of Operations and School Leader
Complete Founding Teacher recruitment	May 30, 2019	School Leader, VP of Career Development and Student Integration, VP of Academic Affairs
Establish process for securing substitute teachers	May 30, 2019	VP of Career Development and Student Integration, School Leader
Ensure all employees have been Fingerprinted and documentation is on file at school	May 30, 2019	Director of Operations
Obtain Certificate of Occupancy (C of O) from Department of Buildings (DOB)	June 1, 2019	Director of Security and Facilities
Enter student information in ATS or NIPSIS (if ATS access not available) and receive route information from OPT	June 1, 2019	Director of Operations
Provide Office of Pupil Transportation with list of students and home addresses	June 30, 2019	Director of Operations
Distribute Home Language Questionnaire (HLQ)	June 30, 2019	Director of Operations
Verify that required number of teachers meet the NCLB highly qualified requirements	June 30, 2019	VP of Operations
Review guidelines for Nursing Services and determine provision of services	June 30, 2019	VP of Operations
Establish system for monitoring daily student participation in meal services	June 30, 2019	Director of Operations

First day of School	September 9, 2019	

Attachment 12 - Dissolution Plan for Richmond Preparatory Charter School

In the event of closure or dissolution of RPCS, the Board of Trustees of ICS shall delegate to the Principal of RPCS 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 RPCS and public meetings to answer questions about the dissolution process. In accordance with the Education Law, RPCS 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 RPCS funds which can be attributed to public funding shall be paid over, proportionately, to each school district having resident children served by RPCS in the school year in which it was dissolved or the last year in which students were enrolled at RPCS, except for any funds attributable to gifts, donation, grants and charitable contributions. ICS will establish an escrow account for RPCS 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. By April 1st of year 4, the balance will be $100,000. 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.

I. Applicant Group Information

a. **Applicant Group Members:** ***See Table 1***

b. **Public Contact**: Dana Volini, [redacted]

c. **Application History**: Members of the current applicant group were among the original applicants for both the John W. Lavelle Preparatory Charter School charter (LP), the New Ventures Charter School (NV) charter, and the Lois & Richard Nicotra Early College Charter School (NECCS) charter. Integration Charter Schools (ICS), the surviving education corporation in the merger of LP and NV which became effective in July 2017, currently has the authority to operate all three (3) schools. The LP charter application was submitted in 2008 to the NYC Department of Education (NYC DOE), approved that year by the Chancellor, and then approved by the Board of Regents in 2009. Members of the current 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 NV charter application was submitted to NYSED in January 2014, withdrawn, subsequently resubmitted, and approved by the Board of Regents in November 2014. In July 2017, the Board of Trustees of ICS submitted the NECCS charter application; then withdrew it and subsequently resubmitted it. The NECCS application was approved by the Board of Regents in November 2017.

II. Proposed Charter School Information

a. **Proposed school name:** Richmond Preparatory Charter School (RPCS)

b. **Proposed school mission statement:** RPCS provides a rigorous college preparatory education that equips and empowers students for success. RPCS welcomes all students, especially those on the Autism Spectrum, and fully integrates all students in its classes and activities. RPCS will provide all students with a foundation that will enable them to graduate ready to attend college and succeed in college and in life. With a school-wide focus on computer science education and with specialized social emotional supports, full integration of students empowers them to break down barriers through the power of their daily academic and social experience. This enables them to develop the academic skills, emotional fluency, self-advocacy skills and confidence required to be successful students today and thoughtful, open-minded individuals tomorrow.

c. **Proposed school location:** Community School District 31 (Staten Island). ICS will submit a written request for co-location to NYC DOE on behalf of RPCS and, if denied, will file a timely appeal for rental assistance for RPCS. ICS is developing contingency plans to secure a private facility for RPCS.

d. **Target population/community served:** In 2016, the Center for Disease Control's Autism and Developmental Disabilities Monitoring (ADDM) reported 1 in 68 children in the US have been diagnosed with an Autism Spectrum Disorder (ASD). This calculation shows an approximate 30 percent increase from the 2012 data that identified 1 in 88.[1] Additionally, according to the CDC, the incidence of Autism in the US is currently 1 in 42 among boys, and 1

[1] How Common is Autism? – Autism Science Foundation. (n.d.). Retrieved December 06, 2016, from http://Autismsciencefoundation.org/what-is-Autism/how-common-is-Autism/

in 189 among girls. [2]Furthermore, 2016 data shows that there are 20,450 students in New York City on the Autism Spectrum, with 17,015 of them enrolled in a district or charter school. [3] Currently the NYC DOE, in addition to traditional self-contained classes, provides Nest and Horizon programs[4] designed to provide individualized support to students on the Autism Spectrum with a focus on strengthening interpersonal skills and academics. As of 2015 these NYC DOE programs served 1,300 **children with Autism throughout the 5 boroughs.** [5] **With an estimated 1.1 million students within the** NYC public school system, there are roughly 10,000 students without needed services. On Staten Island, which has the highest percentage of special needs students in the city,[6] the need for increased services is profound.

As students on the Spectrum move from elementary to middle to high school, their needs are increasingly unmet by the public schools and many do not have post-high school success. A study in the Journal Pediatrics found that "about 50,000 teenagers with [an ASD] diagnosis turn 18 each year, and 34.7 percent attend college. Without support, though, few graduate."[7] As students with ASD enter adolescence and adulthood, their struggles are increasingly less supported. RPCS proposes to provide the necessary identified supports as students grow, and continually expose students to "real world" scenarios and situations through experiential learning, aiming to bridge the gap and increase post-high school success. For all students, especially for students on the Autism Spectrum, academic readiness is only one component of college and career readiness. For this reason, RPCS will provide students with a series of supplemental school year and summer experiences, including real world opportunities to acquire the skills essential for success beyond high school graduation. Key to the school's plan to provide supports to ASD students is collaboration with Staten Island's institutions of higher education.

The College of Staten Island (CSI) serves more students with disabilities than any other CUNY college. CSI currently has over 80 students on the Autism Spectrum who have identified themselves to the college's Accessibility Office. CSI is committed to working with RPCS to develop a mentoring program in which CSI students on the Spectrum work with RPCS students to prepare for college. And as rising seniors, all RPCS students will spend the summer at Wagner

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[2] Austin, Robert D., and Gary P. Pisano. "Neurodiversity Ad A Competitive Advantage." Harvard Business Review, May 2017, pp. 97-103..

[3] Shapiro, Eliza. "A Charter School Models How the City can Educate Autistic Children." Politico PRO, 30 Oct. 2017, www.politico.com/states/new-york/city-hall/story/2017/10/30/in-harlem-and-the-bronx-a-charter-school-models-how-the-city-can-educate-autistic-children-115314.

[4] Nest and Horizon programs are two special education programs that serve some students with ASD whom have IEPs. They both have application based admittance and strong criteria for accepted students.

http://schools.nyc.gov/NR/rdonlyres/DD51680F-EA30-469A-9C9B-52DD8854A1E6/0/ASDProgramInfoforFamilies_102315.pdf

[5] News and Speeches. *"Chancellor Fariña Announces Expansion of ASD Nest and Horizon Programs – 2014-2015 – New York City Department of Education*. NYC.gov, n.d. Web. 07 Dec. 2016.

[6] http://www.silive.com/news/index.ssf/2014/11/more_staten_island_students_re.html

[7] Hoffman, J. (2016, November 19). Along the Autism Spectrum, a Path Through Campus Life. *The New York Times*. Retrieved December 5, 2016, from http://www.nytimes.com/2016/11/20/health/Autism-Spectrum-college.html?smprod=nytcore-ipad&smid=nytcore-ipad-share

College, living in a college dormitory and taking college courses. This introduction to the college living experience will enable all students but especially those on the Spectrum, to better prepare for college and to with their families, make more informed decisions about college and career.

e. **Planned ages, grades and enrollment for each of year of the initial charter term**
Enrollment numbers are based on estimates of attrition derived from the LP experience. Maximum RPCS enrollment will not exceed 540 students during the initial charter term.

Grades	Ages	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6	10-12	108	108	108	108	108
7	11-13		97	97	97	97
8	12-14			87	87	65
9	13-15				52	39
10	14-16					35
11	15-17					
12	16-18					
Maximum		108	216	324	432	540

f. **Proposed management and/or partner organization(s):** RPCS will be operated by ICS, which does not intend to affiliate with a CMO or EMO.

g. **Replication:** The proposed charter school is not a replication.

h. **School overview:** RPCS will provide a fully integrated learning environment in which all students, including those with disabilities, prepare for college.[8] An emphasis on computer science will enable all students to acquire critical 21st century skills. In addition to a rigorous college preparatory program, all RPCS middle school students will take introductory courses in computer hardware, programming, game design and animation. Other key school design ingredients include:

- *Small Classes* with an average of 18 students in a class;
- *Rich staffing* including a teacher (generally certified in both special education and academic content area) and teacher assistant in every class, supported by a team of Behavioral Health specialists; in-house Speech Language Pathologist and Director of Training and Evaluation;
- *Challenging academic curricula and high expectations* emphasizing college and career readiness for all students including those on the Autism Spectrum;
- *Computer Assisted Instruction* which includes specific learning activities prescribed for students, based on assessment of their skill needs by teachers who will guide the delivery of instruction and assignments;[9]

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[8] See for instance, Hunter, L., Hoagwood, K., Evans, S., Weist, M., Smith, C., Paternite, C., Horner, R., Osher, D., Jensen, P., & the School Mental Health Alliance (2005). Working Together to Promote Academic Performance, Social and Emotional Learning, and Mental Health for All Children. New York: Center for the Advancement of Children's Mental Health at Columbia University.

[9] The effectiveness of computer-assisted instruction(CAI) on student achievement, especially in mathematics, is well documented. (See John Ash, Tennessee State University, 2005, "The effects of computer-assisted instruction in middle school mathematics achievement") and (Nicholas McDonald et al, "Computer-Assisted Middle School Remediation Intervention: An Outcome Study," Buhl Middle School, Idaho, 2005) Several studies of CAI for special education students have also

- *Wellness Curriculum* to equip students with the tools that enable them to effectively manage and communicate the challenges that confront them in their lives, while providing researched based methods to improve the social, pragmatic and coping skills of all students, including those on the Autism Spectrum;[10]
- *An innovative Computer Science Curriculum* designed to provide students with hands on, technical learning to develop talents, passions and discover possible career paths while connecting to core curricular areas and strengthening problem solving skills.[11]
- *Visual and Performing Arts Curriculum to* enrich learning in core curricular areas, promote self-expression, build self-esteem, and develop talents through a computer science focus.
- *Collegial Summer Experience at Wagner College* for all rising seniors provides an immersive college living experience
- *College of Staten Island peer mentoring program to support students in college preparation.*

This design allows us to set high goals for our first five years:

- RPCS will meet or exceed local, state and national standards for academic performance and will hold students with disabilities to the same standards of success as their non-disabled peers.
- 40% of 6-8th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the New York State ELA and Math exams.
- 75% of high school students who have been enrolled at the school for at least two consecutive years will pass 3 of the New York State Regents exams by the end of grade 10.

III. Enrollment and Retention Strategies

a. **Strategies to attract and recruit students:** Our greatest resource in recruitment is the enthusiastic support of the ever-growing body of parents of current and former students who have been served by our growing network of schools. We will continue to utilize direct mail to reach all eligible public-school families on Staten Island. We will build on and further develop the websites and social media platforms developed by ICS, as well as traditional media, to inform the community about the opportunities available at RPCS. These resources will support outreach to each of the following groups.

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demonstrated its effectiveness with emotional and behavioral disabilities. (Bernard—Opitz et al, "Enhancing social problem-solving in children with Autism and normal children through Computer-Assisted Instruction," Journal of Autism and Developmental Disorders, 31—377-384, 2001) (Blischak et al, "Use of technology to support independent spelling by students with Autism," Topics in Language Disorders, 23—293-304, 2003) (L Duhaney and D. Duhaney, "Assistive Technology: Meeting the Needs of Learners with Disabilities," International Journal of Instructional Media, Vol. 27, 2000) The latter study cites the success of computer instructional software in learning mathematics and writing skills by students with learning and behavioral disabilities.

[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] "For Teens with Autism, Computer Science Creates Opportunity." TEALS, 29 Mar. 2017, www.tealsk12.org/2017/03/09/for-teens-with-Autism-and-computer-science-create-opportnity/.

I. **Those identified in the mission**: RPCS will utilize multiple outreach methods including direct mailing to eligible candidates through the NYC DOE mailing system. Additional outreach will be conducted through youth-serving agencies and organizations with which ICS has already established collaborative relationships, including organizations throughout the borough that work specifically with students on the ASD Spectrum such as Eden II and Community Resources. All outreach materials will affirmatively welcome students on the Autism Spectrum.
II. **Students with disabilities:** RPCS proposes to utilize a weighted lottery with the goal of serving a student population in which at least 40% of its incoming students have Individualized Education Plans. If this goal is not reached, RPCS will seek to amend the charter to institute a tiered lottery such as adopted by LP.
III. **English language learners:** Recognizing that most charter schools have lagged in recruitment of English Language Learners, RPCS will collaborate with other ICS schools in outreach to segments of the Staten Island community with significant populations of English Language Learners. Drawing on the resources of our culturally diverse faculty, outreach will be extended to an increasing range of Staten Island communities. Applications will be immediately available in the languages most prevalent on Staten Island.
IV: **Economically disadvantaged students**: CSD 31 is among the largest and most diverse of NYC's school districts. Both NV and LP have surpassed district averages in qualifying Free and Reduced Lunch students (FRLP).

b. **Strategies to retain students**:
As a college preparatory program serving grades 6 through 12, RPCS will likely face two challenges across all sub-groups. First, some parents will initially overestimate their children's capacity to prepare for college. When students are misplaced, we will work with families to find an appropriate alternative in which their student can be successful. Second, in the Staten Island community, where most students change schools for high school, many of our rising 9th graders will choose to do so as well. We expect the rate of attrition after 8th grade to decrease as the high school program becomes established.
I. **Those identified in the mission**: Based on our Universal Design philosophy, RPCS will employ multiple methods to retain students. These include intensely-staffed small classrooms, clear and consistent communication with students and families, and the support of a highly-trained Behavioral Health Team. Other crucial elements include a Wellness curriculum targeted to skills for success, a proposed after school program, Saturday enrichment, summer school opportunities, and crisis intervention counseling.
II. **Students with disabilities**: Consistent with our Universal Design, students with disabilities will benefit from the same array of services, targeted for their special needs, described above. Additional targeted interventions for students with special needs will be provided in accordance with their IEPs.
III. **English language learners**: To improve the success of our English-language learners, RPCS expects to work with the Abacus Educational Group, an organization committed to serving school districts with the challenges related to educating ELLs, Dual Language Education and Special Education, to develop a comprehensive program of support for ELLs. This includes intensive summer English Language Immersion experiences, universal ELL-friendly class rooms, and classroom push-ins by trained specialists.

IV: **Economically disadvantaged students**: With a proposed after school and Saturday school programs, we will provide educational support outside of school hours for students in need of academic enrichment and community engagement.

IV. Public Outreach and Community Support

a. For public outreach to solicit community input regarding RPCS, see Table 2.

b. **Initial assessment of parent interest and demand:** Applications for admission to LP have always exceeded available seats, with 152 6th grade and 41 7th grade General Education students, and 14 6th grade Special Education students remaining on the waiting list for enrollment after admissions for the 2017-18 school year closed. This demonstrates an unmet demand for both general education and special education. Furthermore, because of the size of Staten Island and our limited public transportation, access to LP is challenging for many. By locating RPCS at a site served by different transportation routes, RPCS will be more readily accessible to students not now currently served by charter schools. Due to the unique nature and focus of the school, we anticipate attracting a group of special education students with a significantly different clinical profile.

In a recent survey conducted by ICS, 79% of respondents said they personally knew of a student residing on Staten Island who they believe would benefit from RPCS' program. Additionally, 96% of all those surveyed believed that the Richmond Preparatory Charter School would be a valuable addition to the Staten Island Community, and of the respondents who are parents of an school aged child, 72% said that they would submit an application for their child to attend.

It has always been clear that the Lavelle Prep design required adjustment if it were to effectively serve the needs of students on the Autism Spectrum. In order to address this question, the ICS team initiated a dialogue with organizations and agencies serving students on the Autism Spectrum. The planning team included representatives of major Staten Island agencies serving high-functioning students on the Spectrum as well many community members concerned with this very neglected sub-population produced the proposal for RPCS. While there was consensus from the outset that additional services were required, it was only after the planning team concluded that the LP mission and model for a college prep program integrating students on the Spectrum with general education students would fill a sorely-needed niche that the decision to move forward was finalized. Outreach is continuing to a broad array of stakeholder organizations including current and former elected officials, local community boards, parent organizations, institutions of higher education, local high schools, local not-for-profit organizations, businesses and business organizations, and philanthropic institutions. The planning team is continuing to bring additional elected officials, business, community, and service organization leaders into the discussion, and the process of collecting letters of support has been initiated. In the coming months, we will be building links with the computer science world, both in academia and business, who will be able to enrich our programs.

V. Proposed Board Chair Signature and Date

Debora Miller 2/7/18

Debora Miller Date

Table 1: Applicant Group Information

Last updated: 02/07/2018

Must include a minimum of 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	Dana Volini [redacted]	VP of Operations at Integration Charter Schools	Education, Director and Program Manager	Employee (VP of Operations)	
2	Ken Byalin, Ph.D. [redacted]	President at Integration Charter Schools	President of Integration Charter Schools	Employee (President)	
3	Deborah Miller [redacted]	Director Parent Resource Center, Jewish Board of Family and Childrens Services, Staten Island	Social Work and Advocacy	Trustee	Officer
4	Bonnie Fritz [redacted]	Educator at the College of Staten Island	Educator	Trustee	Trustee
5	David Lehr [redacted]	Retired	Attorney	Trustee	Trustee
6	Eleni (Nelly) Tournaki [redacted]	Professor, Coordinator for the Master's degree program in SPecial Education at the College of Staten Island	Educator and Special Education Expert	Trustee	Trustee

7	Jill Patel [redacted]	Retired. Dir. workforce Health and Safety at NY Presbyterian Hospital	Non-profit Management	Trustee	Officer
8	Martin Krongold [redacted]	Former Staten Island Representative, Citywide Council on High SChool	Extensive experience in public education policy and administration	Trustee	Trustee
9	Robin Lefkowitz [redacted]	Sr. VP, Dir of Business Development at Northfield Bank	Finance	Trustee	Trustee
10	Sheldon Blackman, Ph.D. [redacted]	Retired VP for Grants and Program Design at SI University Hospital	Psychologist; extensive experience fund-raising and charter school leadership	Trustee	Officer
11	Thomas Scarangello [redacted]	Chief Financial Officer at Scaran Oil Services	Business Management	Trustee	Trustee
12	Richard Fragiacomo [redacted]	Entrepreneur	Business Management	Trustee	Trustee
13	Doris Schueler, Ph.D [redacted]	Clinical Psychologist, Private Pratice	Special expertis in Child & Famly therpy	Trustee	Trustee
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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).

: Members of the current applicant group were among the original applicants for both the John W. Lavelle Preparatory Charter School charter (LP), the New Ventures Charter School (NV) charter, and the Lois & Richard Nicotra Early College Charter School (NECCS) charter. Integration Charter Schools (ICS), the surviving education corporation in the merger of LP and NV which became effective in July 2017, currently has the authority to operate all three (3) schools. The LP charter application was submitted in 2008 to the NYC Department of Education (NYC DOE), approved that year by the Chancellor, and then approved by the Board of Regents in 2009. Members of the current 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 NV charter application was submitted to NYSED in January 2014, withdrawn, subsequently resubmitted, and approved by the Board of Regents in November 2014. In July 2017, the Board of Trustees of ICS submitted the NECCS charter application; then withdrew it and subsequently resubmitted it. The NECCS application was approved by the Board of Regents in November 2017.

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: SHELDON BLACKMAN

Proposed Charter School Name: Richmond Preparatory Charter School

E-Mail Addre

Home Telepl

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[redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé.

   Résumé Attached

2. Please provide a copy of Diploma or Transcript from your highest degree granting Institution.

   Copy of Diploma, Transcript or Supporting Documentation Attached

3. Please indicate how you became aware of the opportunity to join the applicant group. I have been on the Board since its beginning and have been involved in the planning of this pursuit.

4. Please affirm that you have 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.

   I affirm.

5. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   I affirm.

Statement of Intent—All Applicant Group Members

6. Please provide a personal statement regarding the experience and skills that you bring to the table. I have a Ph.D in Clinical Psychology & have been involved in developing and mentoring programs since 1960

7. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I have been involved with the school since its inception & am particularly involved in fiscal management.

8. Please provide any other information that you feel is pertinent to the Department's review of your background.

SHELDON BLACKMAN

Printed Name

[signature]

Signature

1/24/18

Date

Background Information—Proposed Board of Trustees Only

9. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   I affirm.

10. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

    This does not apply to me. Yes.

    If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

11. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    This does not apply to me. Yes. If yes, please provide an explanation.

12. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    _____

    _____

13. Please explain why you wish to serve on the board.

14. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    This does not apply to me. Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

15. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

    I / we do not know any such persons. Yes.
    If your answer is yes, please indicate the precise nature of your relationship here:
    through community organizations & friendship

16. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

    I / we do not know any such persons. Yes.
    If yes, please indicate the precise nature of your relationship here:
    through BD membership

17. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

    No. Yes.
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

18. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
    N/A
    Yes.
    Not applicable because the School does not/will not contract with a management company or charter management organization.
    I / we do not know any such persons.

19. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

    Yes.
    Not applicable because the School will not contract with a management company or charter management organization.
    I / we have no such interest.

20. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

Yes.
Not applicable because the School will not contract with a management company or charter management organization.
I / we do not anticipate conducting any such business.

21. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

22. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. Bring it to the attention of the BD President for presentation to the Board & assure the situation is appropriately handled

23. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.
Yes.

Educational Philosophy -Proposed Board of Trustees Only

24. Please explain your understanding of the charter school's mission and/or philosophy.

RPCS provides a rigorous college preparatory education that equips and empowers students for success. RPCS expects all students to graduate with a foundation to attend and succeed in college and in life. RPCS welcomes all students, especially those on the autism spectrum, and integrates all students in its classes and activities.

25. Please explain your understanding of the educational program of the charter school.

RPCS welcomes all students, especially those on the autism spectrum, and integrates all students in its 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, RPCS will serve as an innovative, holistic educational model for other high-performing schools.

26. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Successful charter schools are excellent educational institutions. Attracting and maintaining a highly qualified, energetic and committed faculty and administration, they strive for and achieve high standards of success. They are also successful small businesses, operating efficiently and within budget. Finally, as public entities, they maintain the highest standards of integrity and transparency.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, SHELDON BLACKMAN (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

1/24/18

Date

INTEGRATION
CHARTER SCHOOLS

January 31, 2018

I Sheldon Blackman the undersigned, proposed Trustee for Richmond Preparatory Charter School have requested a copy of my transcript from Ohio State University on January 26, 2016 where I received my PhD in 1960.

Proposed Trustee Signature
Sheldon Blackman

Notary Public:

[redacted]

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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).

: Members of the current applicant group were among the original applicants for both the John W. Lavelle Preparatory Charter School charter (LP), the New Ventures Charter School (NV) charter, and the Lois & Richard Nicotra Early College Charter School (NECCS) charter. Integration Charter Schools (ICS), the surviving education corporation in the merger of LP and NV which became effective in July 2017, currently has the authority to operate all three (3) schools. The LP charter application was submitted in 2008 to the NYC Department of Education (NYC DOE), approved that year by the Chancellor, and then approved by the Board of Regents in 2009. Members of the current 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 NV charter application was submitted to NYSED in January 2014, withdrawn, subsequently resubmitted, and approved by the Board of Regents in November 2014. In July 2017, the Board of Trustees of ICS submitted the NECCS charter application; then withdrew it and subsequently resubmitted it. The NECCS application was approved by the Board of Regents in November 2017.