

PROPOSAL SUMMARY AND TRANSMITTAL FORM

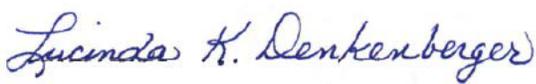
Proposed School Information			
Charter School Name:	Truxton Academy Charter School		
Education Corp. Name:	Truxton Academy Charter School, Inc.		
Education Corp. Status:	New Education Corporation	Proposal Type:	Standard New School Proposal
School District (or NYC CSD):	Homer Central School District	Opening Date:	8/26/2019

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	K-2	68
Year 2	K-3	82
Year 3	K-4	101
Year 4	K-5	121
Year 5	K-6	141

Proposed Affiliations (if any)	
Charter Management Company ("CMO"):	
CMO Public Contact Info (Name, Phone):	n/a
Partner Organization:	Truxton Alumni & Community Supporters, Inc.
Partner Public Contact Info (Name, Phone):	Jeanetta Laudermilk, 607-345-6466

Lead Applicant Contact Information					
First Lead Applicant Name:		Lucinda Denkenberger			
Applicant is a:	<input checked="" type="checkbox"/> Parent <input checked="" type="checkbox"/> Teacher <input type="checkbox"/> School Administrator <input checked="" type="checkbox"/> District Resident <input type="checkbox"/> Education Corp./Charter School				
Organization Name:					
Applicant Mailing Address:		[REDACTED]			
Primary Phone #:	[REDACTED]	Secondary Phone #:	none	Email:	[REDACTED]
Second Lead Applicant Name:		Patricia Dawson			
Applicant is a:	<input checked="" type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> School Administrator <input checked="" type="checkbox"/> District Resident <input type="checkbox"/> Education Corp./Charter School				
Organization Name:					
Applicant Mailing Address:		[REDACTED]			
Primary Phone #:	607-745-5482	Secondary Phone #:	none	Email:	patty.henry.6@gmail.com
List additional lead applicants in the "Other" section.		<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Additional Applicants Listed in "Other"			

Media/Public Contact Information (required)			
Name:	Patricia Dawson	Phone #:	607-745-5482
Email:	patty.henry.6@gmail.com		

Lead Applicant Signature	
Signature:	
Date:	6/21/2018

By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Program Design**MISSION STATEMENT**

Truxton Academy Charter School will cultivate an enthusiasm for learning through a project-based curriculum that celebrates our rural life, environmental stewardship, and agricultural heritage. Integrating real world, student-centered learning, we will plant a strong foundation for future academic success.

KEY DESIGN ELEMENTS

The Truxton Academy Charter School's Key Design Elements are: Project-Based Learning, STEM with an Agricultural and Environmental Focus, Spanish Elementary Curriculum Program, and School Family Culture.

1. Project-Based Learning

Truxton Academy Charter School teachers and students will use Project-Based Learning (PBL) to improve student learning and achievement in all areas of the curriculum. PBL has been shown to improve scholar engagement and retention of classroom material. This hands-on approach provides opportunities for research, critical thinking, problem solving, collaboration, and self-management skills. Throughout the school year, students will be monitored on literacy and math skills to assure compliance with the NYS learning standards, continuous academic growth, and student success. Each classroom will be partnered with a local business for a school year. Classes will participate in projects with their partner at school and during field trips that require them to apply ELA, Math, Science and Technology skills.

2. STEM (Science, Technology, Engineering and Math) With an Agricultural and Environmental Focus

STEM emphasizes creative thinking and problem-solving in an engaging, collaborative team setting. A STEM focus, integrated into agricultural and environmental instruction, insures these academic subjects will provide an interdisciplinary differentiated approach. This key design element is designed to increase learning opportunities for all students, especially students at risk of academic failure. Over the 5-year charter school term, a Rural Life Lab (consisting of a chicken coop, small animal barn, and gardening area) will be constructed on the School grounds. Community agribusinesses will lend farm animals and their expertise to TACS's Rural Life Lab. Students will be responsible for caring for the animals and plants during the school day. Students will be actively engaged in using inquiry and exploration to complete meaningful, hands-on projects.

3) Spanish Elementary Curriculum

TACS will incorporate a Spanish curriculum, beginning in kindergarten, to initiate multilingual skills for global competency not generally achieved in the existing traditional language programs in public schools. This will provide parents and students with a rich and unique educational opportunity plus meet the needs of ELL students enrolled at TACS. All teachers will be required to assist in Spanish lessons and model consistency by expanding students' Spanish vocabulary throughout the school day. The proposed Truxton Academy Charter School will be the first school in this area to offer Spanish language at the elementary level.

4) School Family Culture

TACS will provide a safe, positive, respectful School Family Culture for students, staff and families to plant a strong foundation for future academic success. With a strong commitment to including parents and families, TACS will create a warm, open, supportive triad between teachers, students and parents. During the August Summer Institute, TACS's teachers will be trained in Conscious Discipline, a comprehensive classroom management program that supports a positive social-emotional climate and provides opportunities for parent education. Derrick McLaughlin, Principal of Summerfield Elementary School in Riverview, Florida, reported to a TACS Board Member that discipline referrals decreased from 189 to 4 and Summerfield's academic rating increased from "D" to "B" in the first year of implementing Conscious Discipline. TACS will be the first school in this area to provide training and implement Conscious Discipline.

BRIEF OVERVIEW OF ACADEMIC PROGRAM

The Truxton Academy Charter School (TACS) aims to:

1. Provide an educational choice of excellence, relevance, and innovative learning experiences for elementary students of low and middle income, rural and migrant families in the Town of Truxton, NY and adjacent communities.
2. Raise academic achievement and develop career readiness skills for all students by developing a unique, dynamic curriculum that integrates Project-Based Learning (PBL), Science, Technology, Engineering and Math (STEM), and Spanish to provide a meaningful, consistent introduction to 21st Century skill expectations and needs.
3. Introduce agricultural and environmental awareness using place-based experiential learning and introduce world knowledge with a rural focus.
4. Provide opportunities for local colleges, universities, and businesses to interact with an innovative charter school model designed for rural communities.

The Truxton Academy Charter School will materially further the following objectives specified in Education Law §2850 (2)

§2850 (2) (a) – Improved student learning and achievement

TACS will improve student learning and achievement by engaging students in meaningful project-based, hands-on learning that will be integrated at every grade level to the curriculum that is aligned with the New York State Learning Standards. Continuous assessment and high performance goals will ensure that every student develops self-confidence and a sense of inquiry to promote high academic achievement and lifelong learning.

§2850 (2) (b) – Increased learning opportunities

TACS will increase learning opportunities for all students, especially those at risk of academic failure, by providing an elementary school curriculum designed to eliminate learning gaps that might exist due to physical, mental or cultural constraints. This curriculum integrates the New York State Learning Standards with research-proven strategies and design elements that integrate students of different ages and abilities to encourage collaboration, teamwork and self-assessment. The School design includes: after-school and summer programming, family learning activities, and community-based learning activities.

§2850 (2) (c) – Different and innovative teaching methods

By constructing a STEM-focused, project-based curriculum involving the local agricultural community and environmental resources, our Rural Life Lab (consisting of a chicken coop, gardening area and small animal barn), will serve as an alternative classroom setting with resources for learning and teaching. The introduction of Spanish language instruction for all children will not only provide additional opportunity for integrating local children of Central American backgrounds with the elementary curriculum, but will also address a currently unmet need to begin a second language at the primary grade level.

§2850 (2) (d) – Professional development

The TACS Applicant Group reached out to area colleges and universities to solicit teacher and staff support for our specialized curriculum. Drawing on expertise at SUNY Cortland, we will provide professional development workshops and monitor implementation of project-based learning guidelines and assessment. Faculty in Syracuse University's Department of Science Teaching will support the inclusion and teaching of STEM principles as well as Next Generation Science Standards with our teachers. SUNY ESF faculty will assist in supporting teachers with the environmental aspects of our curriculum. SUNY Morrisville has committed to providing guidance and support for their "Trout in the Classroom" program as well as providing instruction in the various agriculture-related learning projects that will be a part of our educational program. The commitment of these educational institutions assures that there will be new and ongoing professional learning opportunities for all TACS faculty.

School Management

MANAGEMENT STRUCTURE

The Truxton Academy Charter School is governed by the Board of Trustees and will be managed by the Head of School. The Head of School and the Student Achievement Coordinator will comprise the Leadership Team. The Head of School will be in charge of Operations, School Culture, Community Relations, Budget and Finance, and communication with the Board.

The Student Achievement Coordinator will be the primary instructional leader of TACS. He/she will oversee and coordinate the School's curriculum development, student assessment program, special education services, and ensure high quality instruction across the school that will both maximize academic outcomes and reflect the school's essential mission and key design elements.

ROLE OF CMO OR PARTNER(S)

The Truxton Alumni and Community Supporters, Inc. is a non-profit 501c3 organization that purchased the former Hartnett School building in 2016 for the Truxton Academy Charter School. This organization upgraded and maintained this building well throughout the past 2 1/2 years. They are committed to providing an excellent facility for students, teachers, families and the community.

The Truxton Academy Charter School Applicant Group formed pro-bono partnerships with the following area colleges, and community businesses:

Colleges: Cornell University (Agriculture in the Classroom), SUNY College of Environmental Science & Forestry, Syracuse University (Science Teaching Department and Research, Evaluation and Development Group), SUNY Cortland, and SUNY Morrisville. Faculty and staff members are committed to providing TACS's teachers and students with valuable resources in academic subjects, professional development, evaluation, and student enrichment activities.

Community businesses: Connecting With Nature (nature programs), East River Dairy (dairy operation and crops), Levi Sutton, PE (engineering), New Penn Farm (beef cattle and crops), Reakes Country Goods (plants, seeds and marketing), Southern Hills Veterinary Hospital (animal care), Trinity Valley Dairy (milk and dairy products), and Twin Oaks Dairy (crops and dairy cattle). These community business owners are committed to providing TACS's teachers and students with knowledge and Project-Based Learning experiences to help them increase academic achievement.

School Facility Plans

The proposed Truxton Academy Charter School will be located at 6337 Academy Street, Truxton, NY, the site of the former Hartnett Elementary School. It was purchased in 2016 for the Truxton Academy Charter School by the Truxton Alumni and Community Supporters, Inc., a 501c3 organization.

Community volunteers donated more than \$100,000 to repaint, repair, upgrade, furnish, and maintain it in preparation for the opening of TACS. It is well-maintained and currently used daily as the Truxton Community Center. Throughout the last 2 years, it has provided a central meeting place for children's summer learning programs, professional development workshops for area teachers, and many community events and activities. It passed an initial inspection by a certified New York State school inspector. Please see Appendix E - Building Update in our Letter of Intent for additional information on TACS's school facility.

Board Member Names and Biographical Summaries**Krysta Austen - Board Treasurer**

Krysta Austen earned her Bachelor of Arts degree in Mathematics from SUNY Cortland while she volunteered with Cortland State Emergency Squad (a student run EMS agency) and worked with local homeschooled students in math, science and music, to keep them current with New York State mandates. Krysta is the recipient of the Congress Bundestag Youth Exchange, a scholarship program to study abroad in Germany for a full year, where she participated in a women's travel soccer team, a community orchestra, and was a chaperon for a youth program which allowed extensive travel throughout Europe. Krysta is now a mother of four amazing children and owner of Lil' Sprouts Daycare. Her experience and expertise in child development has been essential to the development of our school design. As an active Student and Community Association member at Hartnett Elementary for five years and active member in local church and community events, she has played an essential role in our community outreach efforts. She is easily approachable for community members' questions, ideas and concerns on the school program focus. Krysta is a born leader and an integral part of our Charter School Team.

Lucinda Denkenberger - Board President

Lucinda K. Denkenberger (Cindy) was born and raised in Elmira, NY. She earned her B.A. from SUNY Oswego and her Permanent Teaching Certificate from SUNY Cortland. During her more than 26 years as an elementary teacher, she participated in various classroom and grade level configurations. This included experience with pre-first, 2/3 combination for Initial Teaching Alphabet Transition, Nova Open School (no walls) in Davie, FL, and eventually helped to create and teach in a K-6 Multiage Program until her retirement in 2006. Cindy is married with three sons, and seven grandchildren and has resided in rural Truxton for the past 40 years. As a professional elementary educator, she brings a commitment to re-establish an elementary school of quality and relevance in our rural community and a vision of what can be achieved with the enthusiastic support, integrity and shared responsibility of those involved at all levels of this charter school project.

Beth Shiner Klein, EdD - Board Member

Dr. Beth Shiner Klein is a Professor in the Childhood/Early Childhood Education Department at SUNY Cortland. Dr. Klein teaches courses in elementary science education and environmental studies, serves as the Campus Sustainability Coordinator and co-directs the Teacher Professional Development Network of Central New York. As a teacher educator, Beth has provided over 100 professional presentations and professional development workshops in science, technology and environmental education in a variety of settings, even aboard US Navy Oceanographic Survey ships. Prior to teaching at the college level, Beth was an elementary and middle school teacher, a park ranger, and environmental educator. Within the community, Beth is co-founder and Board President of the community group Sustainable Cortland. Beth received a Doctor of Education in Science Education from the University of Virginia, a Master of Science in Education in Reading from East Stroudsburg University and a B.S. in Environmental and Elementary Education from Slippery Rock University. She and her husband, Karl, live on 11 acres where they experiment with permaculture and have an organic garden and a home powered by solar panels.

K. Jeanetta Lauder milk - Board Vice President

Jeanetta Lauder milk is an active community leader and mother to two young children. She manages a local beef farm which takes youth involvement in agriculture to the next level. Jeanetta is active on the Cooperative Extension 4-H Board, Boy Scout assistant leader, 4-H club leader, CRI alternate representative, and President of the Truxton Alumni & Community Supporters, Inc. organization. Jeanetta is a 4th generation Truxton resident and her children are happy to be the 5th generation.

Korinne L'Hommedieu - Board Member

Korinne L'Hommedieu is the third generation to live and raise her family in Truxton. She holds a Bachelor of Science degree in Accounting from LeMoyne College in Syracuse, New York. Korinne has over 30 years of

accounting experience and is currently working for a materials testing laboratory as the Division Accounting Manager. She served as a Town Councilperson on the Truxton Town Board for three years and is a founding member of the Truxton Community Spirit, a not-for-profit organization that annually recognizes a member from the community for their volunteer work. She has also served as a Financial Trustee for St. Patrick Catholic Church of Truxton. Korinne and her husband own and operate the Hiawatha Inn in Truxton. While raising her three children with her husband, she volunteered to coach many of the youth sports programs. Korinne is enthusiastic to work with a group of dedicated people to provide the children of our community and surrounding area with a new learning opportunity.

Elaine Sturges, MS - Board Member

Elaine grew up on a dairy farm near Watertown, New York. She earned her Bachelor of Science and Master of Science degrees in Child Development & Early Childhood Education at Cornell University, Ithaca, New York. After receiving her Bachelor of Arts degree in Elementary Education at the University of Wyoming, Elaine taught children in public, private, and charter schools for 10 years. She was a faculty member at the University of Wyoming in Curriculum & Instruction for 2 years and the Science-Math Teaching Center for 5 years. She brings a strong background in curriculum and differentiated instruction designed to provide students with positive learning experiences to increase their success and achievement.

Elaine is passionate about nature education and earned a Bachelor of Science degree in Environmental Interpretation at Colorado State University. For 5 years, she coordinated Wyoming's Conservation Connection by providing leadership and collaboration between natural resource agencies and University faculty to offer statewide Natural Science Workshops for teachers. Elaine also coordinated Colorado's Early Childhood Project WILD program for 7 years. She has won several awards and honors that are listed on her resume. Elaine continues to facilitate nature programs for local elementary children and teachers as well as Project WILD workshops for SUNY Cortland students.

Elaine serves on the Board's curriculum committee and brings the following skills: organization, collaboration between agencies and schools, professional development, science/environmental education training, creation of hands-on learning materials, and correlation of curriculum programs with content standards. She cares deeply about our children, families, teachers, and community. Elaine will utilize her experience and skills to help the Truxton Academy Charter School become a reality and continue to be a positive, successful learning center for our children and community.

John Tillotson, PhD - Board Member

John W. Tillotson is an associate professor of science education and chair of the Department of Science Teaching in the College of Arts & Sciences at Syracuse University. He currently serves as the Director of the Ph.D. in College Science Teaching Doctoral Program. His research focuses on the influence of preservice teacher education programs on science teachers' beliefs and classroom practices, as well as studies concerning STEM teaching and learning in high-needs rural schools and undergraduate learning environments. Dr. Tillotson earned his Ph.D. in Science Education and his M.S. in Chemistry from the University of Iowa. Prior to that, he received a B.S. in Chemistry/Secondary Education from SUNY Cortland. He has been awarded more than \$5 million in external grant funding to support his research from the National Science Foundation, the New York State Education Department and various private foundations. Dr. Tillotson has held a number of local and national leadership positions serving as President of the Marathon (NY) Central School District Board of Education, President of the Association for Science Teacher Education (ASTE), Executive Director of the National Association for Research in Science Teaching (NARST), and he is currently the Research Division Director for the National Science Teachers Association (NSTA). He teaches courses in science instructional methods, the nature of science, science curriculum development, and physical science for elementary teachers. John lives in the rural community of Marathon where he grew up on a sixth-generation family dairy farm. He is an active volunteer firefighter/EMT and currently raises beef cattle on his own farm with his wife and four children. John believes in the vast learning potential that an experiential, project-based curriculum can provide students as they connect important concepts with relevant, real-world applications. He will play an active role in supporting the ongoing professional development of the K-6 teachers and assist with the curriculum development efforts.

Stuart Young - Board Member

Stuart is a graduate of Truxton Central School and Cornell University. He is a Senior Member and CEO of East River Dairy, LLC, a local dairy farm comprised of 1200 milking cows, 1000 replacement heifers, 2500 acres of crops and a 20 person staff. A number of new technologies have been adopted recently on the farm. Stuart has served for many years as President of Cortland Bulk Milk Cooperative, a milk marketing cooperative serving 70 farmer members in 9 counties of Central New York. He has also served on the Board of First National Bank of Cortland, Alliance Bank, Homer Town Planning Board, Homer Board of Assessment Review and several other agricultural organizations. For several years he served as a 4-H Club leader and on the Board of the local agricultural youth fair, both excellent examples of the success of Project-Based Learning.

Other

Response R-00b – Replication checklist

This response is not applicable.

Section I: SCHOOL ESTABLISHMENT

RESPONSE 1AC - COMMUNITY NEED AND PROPOSED SCHOOL IMPACT

R-01A - COMMUNITY DESCRIPTION AND NEED

R-01A.1. DESCRIPTION OF COMMUNITY WHERE THE PROPOSED SCHOOL INTENDS TO DRAW STUDENTS

The proposed Truxton Academy Charter School (TACS) intends to draw students from the following six neighboring rural and urban communities and school districts located within 15-20 miles of Truxton, including: Cortland, DeRuyter, Fabius-Pompey, Homer, McGraw and Tully. (Please see map in Figure 1 on page 2.) Truxton is situated in northern Cortland County and is typical of numerous small towns, villages, and hamlets in Upstate New York. It is a rural town



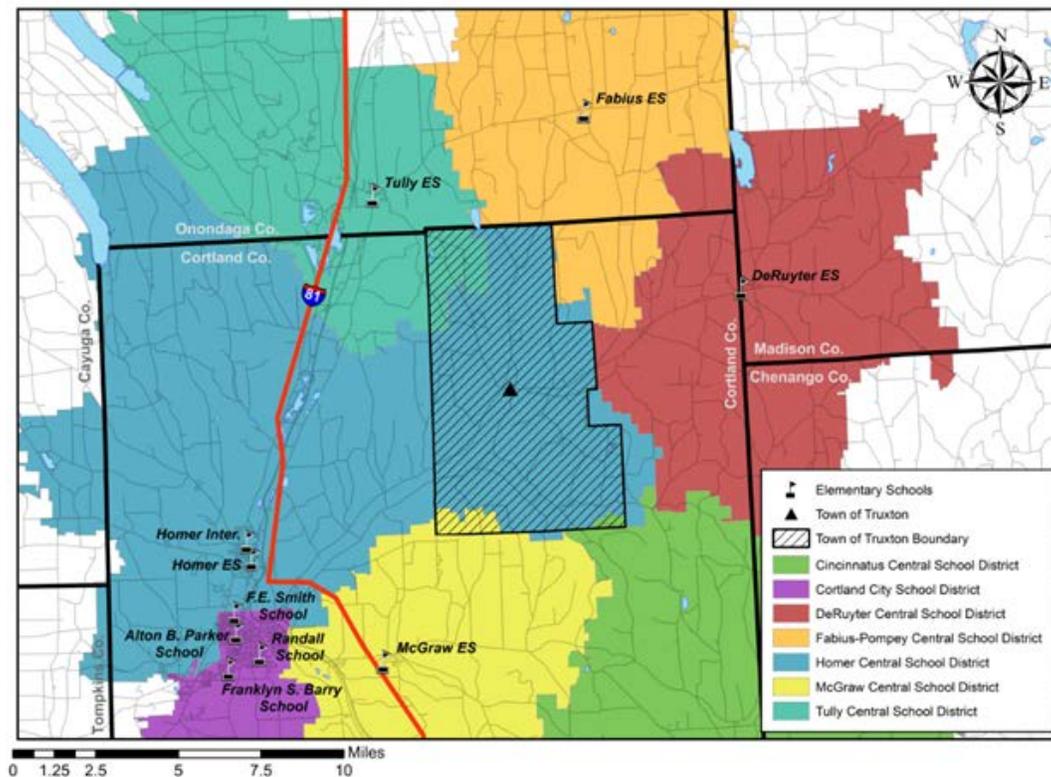
surrounded by farms, forests and nature areas. Throughout this proposal, information about the challenges facing rural communities- different in many respects than those facing the urban areas where most charter schools locate, but just as impactful- will illustrate why many families with school aged children desire and need the proposed school.

Rural poverty, physical isolation, and the lack of educational variety limit families' ability to choose an alternative to the local public schools. Physical isolation is a major factor for rural communities; for example: the town of Truxton, Cuyler, and DeRuyter have limited phone, radio, TV, and internet accessibility. A compounding factor is that unlike urban communities, these rural communities have no public transportation system outside the city of Cortland. Thus, economically disadvantaged families may face unsurmountable challenges in accessing public services and school options, limited by the availability and dependability of their own transportation, the price of gas, the distance to services, and alternative school choices not served by local school bus routes.

R-01A.2. COMMUNITY DEMOGRAPHICS

“Rural schools need to be understood within the context of overall statewide demographic trends. Looking at population growth in New York state shows that for a few years prior to the onset of the Great Recession, growth rates in urban and rural counties were closely related. Beginning in 2008, rural populations entered a period of sustained declines, while urban populations continued to grow.”¹

Figure 1: Map of Surrounding School Districts



Cortland County’s population is currently 47,786². There is a general lack of ethnic diversity within the county, with 96.95% of residents identifying as white, with all other ethnic groups totaling 3.05% (including Hispanic or Latino, the next largest single ethnic group at 1.16%). 96% of county residents speak English and 1.4% speak Spanish as their first language.³ The poverty

¹ NYS ABO. Demographic Challenges Facing Rural Schools: Declining Enrollment and Growing Poverty, retrieved from: https://www.nysasbo.org/uploads/reports/1502457215_Rural%20Schools%20Report_Updated_Final.pdf

² www.census.gov/quickfacts/fact/table/cortlandcountynynewyork/AGE765210

³ www.en.wikipedia.org/wiki/Cortland_County,_New_York

rate of Cortland County is 16.4%⁴, with the highest concentrations of poverty in the towns of Cuyler and DeRuyter. 56% of the students in the four school districts in Cortland County are identified as economically disadvantaged⁵ due to economic stagnation, the decline of the family farm and high taxes (Cortland County ranks 6th highest taxed county in the U.S.⁶, among other factors. Cortland County's per capita income is \$24,665, with 16.4% of the population living below the poverty line.⁷

R-01A.3. DESCRIPTION OF THE SPECIFIC STUDENT POPULATION TACS INTENDS TO SERVE

The proposed school will serve families within a 15-20-mile radius of Truxton whose children are currently assigned to six area school districts plus home-schooling families. The target population includes:

- economically disadvantaged students,
- students who are currently struggling academically,
- students whose families seek a tuition-free school in which students attain higher levels of academic achievement,
- students with disabilities, and
- English language learner students whose parents are employed on area farms.

Economically Disadvantaged Students

Table 1 shows the percentages of economically disadvantaged (“ED”) students and students who qualify for free and reduced-price lunch programs (“FRPL”) in the six adjacent school districts that TACS hopes to serve. The percentages in the Cortland, DeRuyter, and McGraw school districts comprise well over half of the student population. Table 2 illustrates the persistent underperformance of economically disadvantaged students in these communities compared to statewide averages.

⁴ www.census.gov/data-tools/demo/saipe

⁵ Data.nysed.gov

⁶ Ppi Of Nys. Study Reveals 22 Out Of 25 Highest Taxed U.S. Counties Are Located In New York State, Retrieved From:[Http://Www.Ppinys.Org/Reports/2011/Highest-Taxed-Counties-In-New-York-State0411.Htm](http://www.ppinys.org/reports/2011/highest-taxed-counties-in-new-york-state0411.htm)

⁷ www.census.gov/quickfacts/table/table/cortlandcountynyork/AGE765210

Table 1: Percentage of Economically Disadvantaged Students in Area School Districts⁸

	Cortland	DeRuyter	Fabius-Pompey	Homer	McGraw	Tully
Economically Disadvantaged Students	58%	59%	35%	46%	61%	33%
Students Eligible for Free and Reduced-Price Lunch	55%	54%	34%	42%	57%	31%

Table 2: Proficiency Scores of Economically Disadvantaged Students in Area School Districts⁹

Assessment	Cortland	DeRuyter	Fabius-Pompey	Homer	McGraw	Tully	Statewide
2016 ELA	16%	19%	21%	12%	19%	13%	27%
2016 Math	21%	29%	34%	17%	13%	26%	28%
2017 ELA	14%	21%	22%	15%	21%	15%	29%
2017 Math	22%	28%	42%	19%	15%	20%	29%

Students Who Are Struggling Academically

As shown in Table 3 below, five of the six neighboring school districts scored significantly below the statewide proficiency average in ELA in 2016. In 2017, ELA proficiency levels decreased with scores of all six districts are below the statewide average. In math, student performance remained generally stagnant, with three of the six districts scoring below the statewide average on the 2016 and 2017 assessments. As a majority of students in these communities have not yet demonstrated grade level proficiency in ELA and math, they can be characterized as struggling academically.

Table 3: Composite Proficiency Scores for Participating Districts and Statewide

Assessment	Cortland	DeRuyter	Fabius-Pompey	Homer	McGraw	Tully	Statewide
2016 ELA	26%	26%	42%	25%	26%	33%	38%
2016 Math	32%	39%	55%	32%	19%	49%	39%
2017 ELA	25%	37%	38%	28%	32%	39%	40%
2017 Math	32%	40%	55%	31%	26%	46%	40%

⁸ <https://data.nysed.gov>⁹ <https://data.nysed.gov>

Students with Disabilities

As shown in Table 4 below, the majority of students with disabilities in local schools are far from demonstrating grade level proficiency, with no consistent trajectory of improvement. The Homer, Cortland, and McGraw school districts in particular are not meeting the needs of this population.

Table 4: Proficiency Scores of Students with Disabilities in Area School Districts

Assessment	Cortland	DeRuyter	Fabius-Pompey	Homer	McGraw	Tully	Statewide
2016 ELA	1%	0%	6%	0%	2%	5%	8%
2016 Math	2%	0%	19%	5%	0%	18%	11%
2017 ELA	1%	0%	5%	4%	0%	13%	9%
2017 Math	3%	12%	30%	1%	0%	19%	11%

English Language Learner Students

The research to determine the languages other than English spoken within a 10-mile radius of TACS’s facility revealed that 19 children, ages 8 and under, live in immigrant families that are employed on 13 of the 82 farms. These families primarily speak Spanish in their homes. Some have a tutor to support their children’s educational progress, but many have limited interaction with age group peers; increasing the diversity of the TACS student body would benefit all students. While most surrounding school districts do not currently enroll any identified language learners, those that do exist have not met grade level standards in math.

Table 5: Proficiency Scores of English Language Learner Students in Area School Districts

Assessment	Cortland	DeRuyter	Fabius-Pompey	Homer	McGraw	Tully	State wide
2016 ELA	N/A	N/A	N/A	N/A	N/A	N/A	4%
2016 Math	N/A	N/A	N/A	0%	N/A	N/A	12%
2017 ELA	N/A	N/A	N/A	N/A	N/A	N/A	5%
2017 Math	N/A	N/A	N/A	0%	N/A	N/A	13%

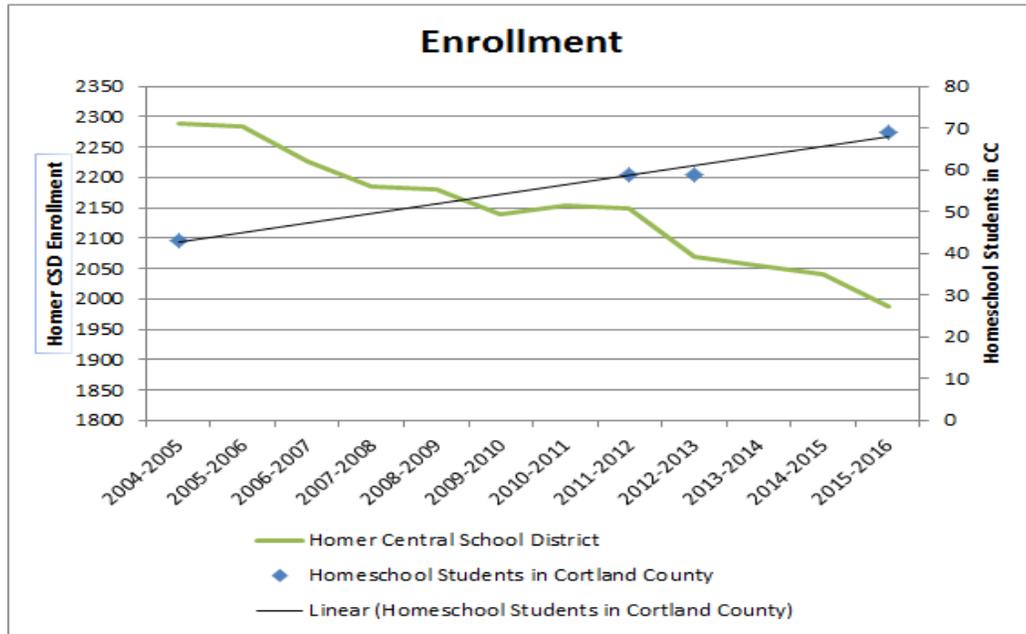
R-01A.4. RATIONALE FOR SELECTING THE COMMUNITY

As mentioned previously, this community was selected due to its rural poverty, physical isolation, and lack of affordable educational diversity as well as the expressed need for a high quality, achievement-oriented elementary school by a large number of parents and community members over the past 3 years. During the TACS Applicant Group's extensive community outreach events, parents clearly stated their need for an elementary school that:

- 1) Is tuition-free and provides an innovative, Project-Based Learning curriculum that enables all children (especially struggling learners) to achieve academic success;
- 2) Incorporates the local community's agricultural and environmental heritage, appreciation, knowledge and skills;
- 3) Includes STEM (Science, Technology, Engineering and Math) and regularly connects students with community businesses and colleges in place-based experiential projects;
- 4) Provides an elementary-level bilingual program for Spanish-speaking and English-speaking children and families; and
- 5) Creates a School Family culture that provides many opportunities for families and community members to help students develop skills, confidence, and achieve success.

Dissatisfaction with low achievement scores, an increasing number of struggling learners, and lack of educational diversity have pushed more families to choose homeschooling or private schools. This trend can be seen by an increase in homeschooling and a decrease in school district enrollment, as shown in the following graph. TACS will attract families who have opted out of the local public schools and are looking for an affordable, unique learning experience not currently offered in this area.

Figure 2: Trends in Public School and Home School Enrollment



Although the TACS Applicant Group initially focused on discovering the needs of families and students in our extended rural location, community outreach exposed a desire for educational choice in neighboring communities slightly further afield, such as Cortland. Many families in the more populated areas of Cortland County also desire a choice for their children, are interested in different educational opportunities, and cannot afford the local private school choices.

This rural community was selected due to:

- The expressed need for a high-quality school (as outlined above),
- Its central location to six school districts,
- The caring and commitment of a large number of community members who volunteer their time, expertise and resources to support and help establish the TACS,
- The community businesses that have committed to partnerships with TACS’s classes for field trips and projects,
- The affiliation with local colleges (SUNY Cortland, SUNY ESF, Syracuse University, and SUNY Morrisville) whose faculty and staff have offered to contribute to TACS’s professional development, curriculum, and evaluation, and
- The acquisition of the existing elementary school building by the Truxton Alumni and Community Supporters (a 501c3 organization).

In 2015, community members formed the Truxton Alumni and Community Supporters, a 501c3 organization, and leveraged financial assets to purchase the recently-closed Hartnett School for the location of the proposed Truxton Academy Charter School.

In the years since, community members have contributed over \$120,000 in addition to their manpower, time, and expertise to repaint, repair, upgrade, and furnish the TACS building. Community residents care deeply about area families and children and support the proposed School and the building maintenance with their financial contributions, time, and expertise. The TACS building is currently used as a community center and provides a regular meeting place for many family and children's activities as well as community groups. It has hosted: Syracuse University's Science, Technology, Engineering and Math (STEM) class for area children, Cornell University's Ag in the Classroom Workshop for area teachers, a week-long Summer Learning Adventure for children, and a community reception for Congresswoman Claudia Tenney attended by over 110 people.

R-01A.5. PERFORMANCE OF LOCAL SCHOOLS IN MEETING THE COMMUNITY'S NEED

The community's public-school options are: Cortland, DeRuyter, Fabius-Pompey, Homer, McGraw, and Tully School Districts. The private school options are: Cortland Christian Academy (Baptist), St. Mary's School (Catholic), and Victory Christian Academy (Pentecostal).

Strengths and Weaknesses of the Community's Public and Nonpublic School Options

Several performance areas for the Fabius-Pompey and Tully School Districts are on par with, or above the statewide average. Three school districts have achieved 2017 math proficiency scores at or above the statewide average. All of the public-school districts are tuition-free and available to low-income families that reside within the district limits. Two of the three private schools have relatively low student-teacher ratios, which community parents have identified as attractive. The Cortland Christian Academy has a student-teacher ratio of 13:1 and Victory Christian Academy has a student-teacher ratio of 8:1.

The 2016 ELA scores of five of the six school districts fall below the statewide average. Three of the six districts scored below the statewide average on the 2016 and 2017 Math Assessments. The 2017 ELA scores of all six districts are below the statewide average. The private schools charge tuition and are unavailable to low income families.

None of the local public or private elementary schools currently offer students: Spanish, STEM with an agricultural/environmental focus, year-long partnerships and student projects with area farms and community businesses, a Rural Life Lab with farm animals on school grounds,

Conscious Discipline skills with training for teachers and parents, and an Academic Advisory Panel with area colleges.

R-01A.6. HOW THE PROPOSED TACS WOULD PROVIDE A NEEDED ALTERNATIVE FOR THE COMMUNITY

Extensive inquiry, outreach and interaction with community families, businesses, and colleges throughout the past three years continues to reflect the need to establish an alternative elementary school that serves the needs of struggling students, Spanish-speaking families, and the 21st century technology. Families whose children are currently struggling or disengaged in public school have expressed the need for an alternative elementary school that emphasizes real-world Project-Based Learning (PBL).

The goal of TACS's Applicant Group is to establish a dynamic, exciting elementary school that will meet the needs of the community and improve student learning and achievement. The proposed school would provide the opportunity for elementary children to learn in a rigorous academic environment with a relevant, dynamic curriculum. The curriculum will be built around PBL to actively engage students in applying math, science, and English Language Arts skills in conjunction with environmental and agricultural activities, and an introduction to Spanish, beginning in kindergarten. The Truxton Academy Charter School would provide the needed alternative for this community with its: Mission, Objectives, Key Design Elements, Academic Advisory Panel (SUNY ESF, SUNY Cortland, Syracuse University), local Partnerships, and Community Support. TACS's Applicant Group is committed to: meeting the educational needs of children and families, improving student learning and achievement, and materially furthering the purposes of the New York Charter School Act in this community.

Community businesses and colleges have expressed the need for qualified applicants and employees trained in STEM. Technology training to prepare students for the complexity of modern business tools and equipment is essential for success in the 21st century economy. Spanish-speaking families need an elementary school that integrates and values their language and culture. These entities value the proposed Truxton Academy Charter School's unique agricultural and environmental focus as well as its elementary Spanish curriculum. These employers encourage appreciation and respect for agriculture in our economy and recognize the demand for environmental awareness. They are committed to partnering with TACS's classes for field trips and projects. This community support and application of academic skills for real-world projects is meaningful and exciting for children and likely to advance student learning and achievement.

The proposed Truxton Academy Charter School has the potential of becoming the first rural charter school in New York and providing a successful model for other rural communities in the State.

R-01B - PROGRAMMATIC IMPACT

R-01B.1. EDUCATIONAL OPTIONS AND GRADES SERVED TO THE TARGET POPULATION

TACS will be located within 15 miles of: Cortland, DeRuyter, Fabius-Pompey, Homer, McGraw, and Tully Central School Districts. The Cortland and Homer Districts have the largest student enrollment, followed by Tully. The other three districts are more rural with significantly fewer students. St. Mary’s School, Cortland Christian Academy, and Victory Christian Academy are faith-based private schools in the Cortland serving elementary grade spans.

Table 6: Existing Educational Options, Grades Served, and Enrollment

School Districts	Grade Configuration	Enrollment ¹⁰ (2016-2017)
Cortland CSD	5 K-6 Elementary Schools 1 Junior-Senior High School (7-12)	2,376
DeRuyter CSD	1 building for PreK-12	357
Fabius-Pompey CSD	1 K-5 Elementary School 1 Middle School/High School	648
Homer CSD	1 PreK-2 Elementary School 1 Intermediate/Junior High (3-8) 1 High School (9-12)	1,919
McGraw CSD	1 K-5 Elementary School 1 Middle School/High School (6-12)	517
Tully CSD	1 K-6 Elementary School 1 Junior-Senior High School (7-12)	793

¹⁰ <https://data.nysed.gov>

Private Faith-Based Schools	Grade Configuration	Enrollment¹¹
Cortland Christian (Baptist)	PreK - 12	117
St. Mary's School (Catholic)	PreK - 6	229
Victory Christian Academy (Pentecostal)	K-12	8

R-01B.2. INFORMATION DEMONSTRATING A THOROUGH ANALYSIS OF EXISTING EDUCATIONAL OPTIONS FOR THE COMMUNITY AND TARGET POPULATION

The existing education options for the community and target populations are six public district schools plus three faith-based private schools. The economically disadvantaged students and the students with learning disabilities are struggling in existing district schools, evidenced by the low proficiency scores shown on pages 3-4 above. Spanish-speaking students and families need a school that offers Spanish at the elementary level and values their culture. The existing educational options are not adequately serving this community and target population. Parents in this community have clearly expressed the need for an innovative elementary school that offers Project-Based Learning and enables all children to achieve academic success.

R-01B.3. ANALYSIS OF HOW THE PROPOSED SCHOOL'S ENROLLMENT PLAN WOULD IMPACT THE ENROLLMENT AND PROGRAMMATIC VIABILITY OF THE PUBLIC AND NON-PUBLIC SCHOOLS

The Truxton area had 104 students enrolled in Hartnett Elementary School in 2014-2015. About 20 students withdrew from the Homer CSD after Hartnett School closed in June, 2015. TACS expects to attract 40 students from the Homer CSD in the first year. Members of TACS's Applicant Group met with the administrators in each adjacent school district with the goal of establishing positive, ongoing, cooperative relationships. The interest expressed in these districts support our estimate of 20 students from Cortland CSD and 1-2 students from each of the other adjacent districts. The effect on enrollment for each of these school districts is

¹¹ www.privateschoolreview.com/new-york/cortland-county

anticipated to be 2.4% or less as shown below. Parents send their children to Christian schools for religious reasons, so most are unlikely to change to a secular model. Therefore, TACS expects to enroll no more than 4 students from the private schools, the likely impact is expected to be 1.7% or less.

Table 3: Area Public School District & Projected TACS Enrollment

Existing School District	# of Students	TACS Students	% of Students
Cortland CSD	2,376	20	1.2%
DeRuyter CSD	357	2	<1%
Fabius-Pompey	648	2	<1%
Homer CSD	1,919	40	2.4%
McGraw CSD	517	2	<1%
Tully CSD	793	2	<1%
Total	6,610	68	

The number of local families choosing to home school their children has continued to increase despite declining enrollment in public school districts. As of October, 2015, the Homer CSD had 69 homeschooled students.¹² DeRuyter estimates 80 homeschooled students.¹³ TACS expects 5-15 previously homeschooled students to enroll in the initial charter period. The Homer School District has open enrollment options at all grade levels. The Homer CSD is expected to receive Transitional Aid to assist with programmatic and fiscal impacts during TACS’s initial start-up period. The Walton Rural Life Center, an innovative K-4th grade charter school in Walton, Kansas, increased its student enrollment from 75 to 210 students. If the Truxton Academy Charter School has similar success, it will create a pipeline of additional students heading back to the district after the fifth grade, thus the Homer Central School District’s enrollment and budget will ultimately increase.¹⁴

¹² Homer CSD Board of Education Minutes, October 2015.

¹³ L. Randall, Cuyler Town Supervisor

¹⁴ Murphy, Kevin. Farm Theme Boosts Enrollment in Rural Kansas School, Reuters, February 16, 2013.

R-01B.4. ANALYSIS OF THE PROVISION OF NOVEL OR DIFFERENT PROGRAMS OR INSTRUCTIONAL APPROACHES COMPARED TO THOSE CURRENTLY IN PLACE IN THE TARGETED COMMUNITY

<p>Truxton Academy Charter School’s</p> <p>Novel Programs and Instructional Approaches</p>	<p>Programs Currently in Place</p> <p>in the Targeted Community</p>
<p><u>Project-Based Learning</u> – provided in the classroom with monthly contacts, projects, and field trips with community businesses and/or college partnerships, involving application of ELA, Math, Science, and Technology skills.</p> <p><u>On-site Rural Life Lab</u> – provides live farm animals at school that students care for (e.g. feeding and watering as well as collecting, washing, and selling eggs)</p> <p><u>STEM</u> built into TACS’s elementary curriculum as real-world projects with ongoing business/college partnerships and Rural Life Lab throughout the year.</p> <p><u>Spanish</u> offered at the elementary level starting in Kindergarten.</p> <p><u>Conscious Discipline</u> – training for teachers and workshops for parents during school year. Children learn positive behavior and conflict</p>	<p>Some elementary schools have limited occasional projects, depending on the teacher. Ongoing business/college PBL-partnerships are not available at the elementary level.</p> <p><u>On-site Rural Life Lab</u> is not available for elementary students in district schools in the targeted community.</p> <p>Some classes may have <u>STEM</u> projects. Ongoing business/college partnerships and Rural Life Lab are not available at elementary level.</p> <p><u>Spanish</u> is not currently available at the elementary level.</p> <p><u>Conscious Discipline</u> training is not currently available in the school districts in the targeted community.</p>

<p>resolution skills. Program creates a School Family culture.</p>	
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R-01C – FISCAL IMPACT

R-01C.1. ENROLLMENT EXPECTATIONS

As shown in Table 3 above, the Truxton Academy Charter School expects to begin Year 1 with 68 students - 37 students from the Homer Central School District, 25 from the Cortland City School District, and 6 students from other neighboring school districts. Some students who are currently homeschooled or attend private schools may also choose TACS.

R-01C.2. PER PUPIL ALLOCATION ASSUMPTIONS

Per student tuition aid is based on the NYSED 2016-17 Charter School Basic Tuition and Supplement Basic Tuition. The Per Pupil Rate for the Homer Central School District is \$11,592. The Per Pupil Rate for the Cortland City School District is \$10,642.

R-01C.3. DOLLAR AMOUNT THE PROPOSED CHARTER SCHOOL ANTICIPATES RECEIVING FROM EACH DISTRICT IN PER PUPIL FUNDING

In Year 1, an estimated 46 students from the Homer School District (enrollment = 1,919) will choose TACS, representing 1.9% of the total enrollment. The dollar amount TACS anticipates receiving from the Homer Central School District in per pupil funding is \$533,232. An estimated 28 students from the Cortland City School District (enrollment = 2,376) will choose TACS, representing 1.2% of the total enrollment. The dollar amount TACS anticipates receiving from the Cortland Central School District in per pupil funding is \$297,976.

R-01C.4. OTHER PROJECTED REVENUE THE PROPOSED CHARTER SCHOOL ANTICIPATES RECEIVING FROM THE DISTRICT (SPECIAL EDUCATION, GRANTS, ETC.)

TACS staff will work cooperatively with all adjacent school districts and BOCES to seek contracts for shared: special education services, food service, field trip transportation, faculty positions and professional development. As TACS’s success grows during the first 5 years, the school district enrollment may substantially increase over the long term.¹⁵

Special education revenue is based on 12% students with 60% time in special education (NY State School Report Card data) with an assumed \$7000/student. In Year 1, the total of Other

¹⁵ Murphy, Kevin. Farm Theme Boosts Enrollment in Rural Kansas School, Reuters, February 16, 2013.

Projected Revenue TACS anticipates receiving from the Homer CSD is \$48,000 and \$23,520 from the Cortland CSD.

R-01C.5. PROJECTED BUDGET FOR THE SCHOOL DISTRICT OF LOCATION (SOURCE AND YEAR)

The Fiscal Impact Report table below shows the 2017-2018 approved annual budgets for the Homer Central School District and the Cortland Central School District. The TACS budget and these tables are prepared assuming flat charter tuition and no increase in district budgets. Even if we assume an increase in the state aid per pupil rate for charter schools, it is unlikely that this percentage increase in charter tuition reimbursement will exceed the district budget increase. Therefore, the total financial impact will likely be less than 2.4%.

R-01C.6. YEARLY PROJECTED IMPACT AS A PERCENTAGE OF EACH SENDING DISTRICT'S BUDGET (FOR DISTRICTS PROJECTED TO SEND AT LEAST 10 STUDENTS)

The yearly projected impact on the Homer Central School District is 1.1% in Year 1 increasing to 2.3% in Year 5 as shown in the attached Fiscal Impact Report. The Homer Central School District is expected to receive State Transition aid in excess of \$2,000,000 over the first 5 years of the Truxton Academy Charter School's charter.

The yearly projected impact on the Cortland Central School District is less than 0.6% in Year 1 increasing to less than 1.3% in Year 5 as shown in the attached Fiscal Impact Report. The fiscal impact on the other public and non-public schools is expected to be 1% or less.

The Truxton Academy Charter School Applicant Group has no desire to negatively impact our school district or any neighboring school district. Our goal is to work cooperatively with and positively enhance the quality of the Homer Central School District and all neighboring school districts by providing the highest quality education for all students and families. The Truxton Academy Charter School's elementary students will return to Homer, Cortland, and other neighboring school districts as they matriculate to older age groups to attend Junior and Senior High Schools. For instance: the Walton Rural Life Center, a successful, innovative, agricultural, project-based elementary charter school located in Walton, Kansas increased student achievement to the top 5% in the State of Kansas and increased the Newton Public School District's enrollment from 75 to 210 students.

TACS will not significantly impact teaching positions or student numbers for neighboring school districts, and class section reorganization will likely be minimal. We have analyzed the impact on the Homer CSD and Cortland CSD teaching staff and grade sections. In the next 5 years, regular attrition for the Homer CSD teachers is 4 to 5 teachers per year and 2-3 teachers for the Cortland CSD based upon typical teacher turnover of 10% per year. Regular attrition will allow elementary classrooms to be balanced without any layoffs. Grade sections will be maintained.

In addition, the average class size for the affected grades will drop slightly. Smaller class sizes often lead to better educational attainment, especially in primary grades.

We submit in R-23b – Supplemental Attachments, charts and data from Cornell Applied Data and our spreadsheets of the impact on Homer Central School District class sizes and teaching staff. These are labeled Attachments A1 and A2.

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: HOMER CSD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for HOMER CSD School District	Projected Impact (% of District's Total Budget)
Year 1 (2019-20)	37	11,592	428,904	31,000	459,904	40,884,142	1.125%
Year 2 (2020-21)	42	11,592	486,864	35,280	522,144	40,884,142	1.277%
Year 3 (2021-22)	53	11,592	614,376	44,552	658,928	40,884,142	1.612%
Year 4 (2022-23)	69	11,592	799,848	57,790	857,638	40,884,142	2.098%
Year 5 (2023-24)	76	11,592	880,992	63,840	944,832	40,884,142	2.311%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			actually district budget from there website				
OTHER NOTES:							

Second Largest Enrollment District: CORTLAND CITY SD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for CORTLAND CITY SD School District	Projected Impact (% of District's Total Budget)
Year 1 (2019-20)	25	10,642	266,050	14,000	280,050	49,576,887	0.565%
Year 2 (2020-21)	30	10,642	319,260	25,200	344,460	49,576,887	0.695%
Year 3 (2021-22)	38	10,642	404,396	31,920	436,316	49,576,887	0.880%
Year 4 (2022-23)	42	10,642	446,964	35,280	482,244	49,576,887	0.973%
Year 5 (2023-24)	55	10,642	585,310	46,200	631,510	49,576,887	1.274%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			CCSD's release budget				
31920							

RESPONSE 2 – ADDRESSING NEED

R-02A – MISSION

“Truxton Academy Charter School will cultivate an enthusiasm for learning through a project-based curriculum that celebrates our rural life, environmental stewardship, and agricultural heritage. Integrating real world, student-centered learning, we will plant a strong foundation for future academic success.”

R-02B – KEY DESIGN ELEMENTS

The TACS founding team is committed to providing students with the opportunity to learn in a rigorous academic environment with a relevant, dynamic curriculum. The following overarching objectives drive the school model and programs.

TACS aims to:

- Provide an educational choice of excellence, relevance, and innovative learning experiences for elementary students of low and middle income, rural, and migrant families in the Town of Truxton, NY and its adjacent communities.
- Raise academic achievement and develop career readiness skills for all students by developing a unique, dynamic curriculum that integrates Project-Based Learning (PBL), Science, Technology, Engineering and Math (STEM), and Spanish to provide a meaningful, consistent introduction to 21st Century skill expectations and needs. These 21st century skills include personal and social responsibility; planning, critical thinking, reasoning, and creativity; strong communication skills, both for interpersonal and presentation needs; cross-cultural understanding; visualizing and decision making; and, knowing how and when to use technology and choosing the most appropriate tool for the task.
- Introduce and enhance each student’s agricultural and environmental awareness using place-based experiential learning and reinforce both classroom lessons and world knowledge with a rural focus.

- Provide opportunities for local colleges, universities, and businesses to interact with and contribute to the student experience at an innovative charter school model designed for rural communities.

To achieve these objectives and serve the diverse needs of all students in our community, TACS has developed the following key design elements:

PROJECT-BASED LEARNING

TACS teachers and students will use Project-Based Learning (PBL) to support academic achievement in all areas of the curriculum. PBL has been shown to improve scholar engagement and retention of classroom material,¹ particularly for students who may have struggled academically, are economically disadvantaged, or are ELs. This hands-on approach provides opportunities for research, critical thinking, problem solving, collaboration, and self-management skills, all while meeting students where they are by providing multiple access and entry points to curricular content and learning experiences. Throughout the school year, teachers will regularly monitor each student's literacy and math skills to ensure compliance with the NYS learning standards, continuous academic growth and student success. A unique community element that will support PBL at TACS are the number of local agri-businesses willing to partner with specific classrooms, take field trips to visit and participate in projects with them. For example, by partnering with Reakes Country Goods (that sells home-grown vegetables), the children can assist with planting, weeding, and harvesting at different points of the growing cycle. Teachers will utilize various performance-based assessments to evaluate projects and hands-on learning activities. Well-designed, integrated projects using innovative teaching and learning methods will provide activities that expand and reinforce students' mastery of "math, reading, language and other academic skills through project-based learning that incorporates agriculture and real-world experiences"² and

¹ Prince (2014). *PBL for 21st Century Success*, Buck Institute for Education.

² Biles, Jan. (2014). The Topeka Capital-Journal. [Strong City School Supplements Academics with Ag-based Projects.](#)

"prepare students for deeper learning, higher-level thinking skills, and intra/ interpersonal skills."³

STEM WITH AN AGRICULTURAL AND ENVIRONMENTAL FOCUS

Science, Technology, Engineering and Math emphasize creative thinking and problem-solving in an engaging, collaborative team setting. A STEM focus, integrated into agricultural and environmental instruction, insures these academic subjects will provide an interdisciplinary, differentiated approach while expanding learning opportunities for all students including those at risk of academic failure. With Syracuse University and SUNY ESF support, learning activities requiring research, quantitative measurements, possible consequences and solutions will be an important aspect of our curriculum. Teachers will creatively design units that utilize the forests and habitats surrounding the school to generate interest, motivation and enthusiasm. Over the 5-year charter school term, TACS will build a Rural Life Lab described above. TACS students, with staff and community help, will care for the animals and plants. The Rural Life Lab draws from the success of the Walton Rural Life Learning Center, a successful charter school in Walton, Kansas, that integrates agricultural, PBL activities into their curriculum.⁴ "Farm to Table" projects may include student-grown food for snacks and/or to supplement TACS's school lunch program. Students will be actively engaged in using inquiry and exploration to successfully complete meaningful projects. TACS will encourage students to respect and appreciate their rural environment as well as implement conservation, recycling, stewardship, and sustainability. "Environment-based education increases academic achievement."⁵ Thus, TACS will improve student learning and achievement.

³ Condliffe, B., Visher, M. G., Bangser, M. R., Drohojowska, S., & Saco, L. (2015). [*Project-Based Learning: A Literature Review*](#). MDRC.

⁴ U.S. Dept. of Ed., *Using Agriculture to Spur Achievement, The Walton Rural Life Center (video)*, 2011.

⁵ State Education & Environment Roundtable (SEER). (2005). *Student Assessment Project, Phase 2: The Effects of Environment-based Education on Student Achievement*, Poway, CA.

ELEMENTARY SPANISH CURRICULUM

Research has repeatedly shown that the brain's ability to acquire language naturally begins to diminish by age 4 and significantly decreases by age 11. In order to leverage elementary aged students' natural predisposition for language acquisition during those critical developmental years, TACS will incorporate a Spanish language curriculum beginning in kindergarten, to initiate multilingual skills for global competency not generally achieved in the existing traditional language programs in public schools.⁶ This will provide parents and students with a rich and currently unavailable educational opportunity plus meet the needs of ELL students enrolled at TACS. All teachers will be required to assist in Spanish lessons and model consistency by reinforcing students' Spanish vocabulary throughout the school day. Our program will be based on the successful elementary Spanish program created by the Hopkins School District in Hopkins, Minnesota, which aims to develop Spanish language proficiency as well as students' cultural knowledge and understanding.

SCHOOL FAMILY CULTURE

TACS will provide a safe, positive, respectful culture for students, staff and families to plant a strong foundation for future academic success. Research indicates that caring relationships between all parties in schools are necessary for academic success.⁷ The School Family atmosphere, with a strong commitment to including parents in activities and the school community, is already in development through the founding group's intentional and ongoing community engagement efforts; this will ultimately contribute to a warm, open, supportive triad between teachers, students and parents. Teachers will be trained in Conscious Discipline, an evidenced-based, comprehensive classroom management program that supports a positive social-emotional climate and provides opportunities for parent education.⁸ This disciplinary

⁶ American Council on the Teaching of Foreign Languages (2015). Alignment of the National Standards for Learning Languages with the Common Core State Standards. Available at www.actfl.org/sites/default/files/pdfs

⁷ Wentzel, K.R. & Watkins, D.E. (2002). Peer relationships and collaborative learning as contexts for academic enablers. *School Psychology Review*, 31(3), 366.

⁸ Bailey, B.A. (2015) *Conscious Discipline: Building Resilient Classrooms*. Loving Guidance, Inc., Oviedo, FL.

philosophy teaches children how to regulate their own behavior and emphasizes interpersonal problem solving, which aligns well with the TACS instructional approach.

Developed by Dr. Becky Bailey, Conscious Discipline stresses seven skills⁹:

- **Composure** – Be who you want children to be.
- **Encouragement** – We are all in this together.
- **Assertiveness** – Saying “no” and being heard.
- **Choices** – Building self-esteem and willpower.
- **Positive Intent** – See the best in others.
- **Empathy** – Handling the fussing and the fits.
- **Consequences** – Learning from mistakes.

Charter schools as well as traditional public schools in numerous states have adopted Conscious Discipline, transitioning away from methods focused on external rewards and punishments, with exemplary results. During a recent visit to Summerfield Elementary School in Riverview, Florida, the Principal reported that in the School’s first year of implementing Conscious Discipline, discipline referrals decreased from 189 to 4 and the school rating increased from a “D” rating to a “B” rating.¹⁰ In fact, the Florida State Legislature recognizes Conscious Discipline as a national model for character education.

The TACS key design elements embody the team’s educational philosophy, align with our mission, academic, organizational, and fiscal plans, and further each of the objectives in NYS Education Law §2850(2) as described below.

§2850(2)(a) – Improved student learning and achievement. TACS will improve student learning and achievement by engaging students in meaningful project-based, hands-on learning that will be integrated at every grade level to the curriculum that is aligned with the New York State Learning Standards. Continuous assessment and high-performance goals will ensure that every

⁹ Bailey, B.A. (2015) [Seven Skills of Discipline](#).

¹⁰ Bailey, B.A. (2015) *Conscious Discipline: Building Resilient Classrooms*. Loving Guidance, Inc., Oviedo, FL.

student develops self-confidence and a sense of inquiry to promote high academic achievement and lifelong learning.

§2850(2)(b) – Increased learning opportunities. TACS will increase learning opportunities for all students, especially those at risk of academic failure, by providing an elementary school curriculum designed to eliminate learning gaps that might exist due to physical, mental or cultural constraints. This curriculum integrates the New York State Learning Standards with research-proven strategies and design elements that integrate students of different ages and abilities to encourage collaboration, teamwork and self-assessment. The school design includes: after-school and summer programming, family learning activities, and community-based learning activities.

2850(2)(c) – Different and innovative teaching methods. By constructing a STEM-focused, project-based curriculum involving the local agricultural community and environmental resources, our Rural Life Lab (consisting of a chicken coop, gardening area and small animal barn), will serve as an alternative classroom setting with resources for learning and teaching. The introduction of Spanish language instruction for all children will not only provide additional opportunity for integrating local children of Central American backgrounds with the elementary curriculum but will also address a currently unmet need to begin a second language at the primary grade level.

§2850(2)(d) – Professional development. The TACS Applicant Group has established several partnerships with colleges and universities to solicit teacher and staff support for our specialized curriculum. Drawing on expertise at SUNY Cortland, we will provide professional development workshops and monitor implementation of project-based learning guidelines and assessment. Faculty in Syracuse University’s Department of Science Teaching will support the inclusion and teaching of STEM principles as well as Next Generation Science Standards with our teachers. SUNY ESF faculty will assist in supporting teachers with the environmental aspects of our curriculum. SUNY Morrisville has committed to providing guidance and support for their “Trout in the Classroom” program as well as providing instruction in the various agriculture-related learning projects that will be a part of our educational program. The commitment of

these educational institutions assures that there will be new and ongoing professional learning opportunities for all TACS faculty and staff.

§2850(2)(e) – Expanded choices for parents and students. From its inception, TACS has involved parents and the local community in developing the proposed charter school program. TACS will offer families and students a variety of high quality educational enrichment experiences that will enhance knowledge of our curriculum and encourage appreciation of our local culture. Parents and residents will be invited to workshops and meetings that share the TACS’s teaching and learning program, which they will learn about through newsletters, personal contacts and the School website. Topics will include PBL, STEM objectives, Conscious Discipline (our family-focused program to develop a cohesive, respectful school family culture), and agricultural and environmental issues that affect everyone. The Extended Day program will provide options that include volunteer support for student academic enrichment, the teaching of various crafts, and supplemental music, art, and drama.

§2850(2)(f) – Accountability. The TACS Board of Trustees, with the Head of School, will administer a comprehensive program to assess and ensure student progress and success. They will be accountable for student progress in the academic areas of the New York State assessments. In addition to ongoing classroom assessments, timely intervention by teachers, and participation in NYS testing, TACS will utilize the R/E/D Group (an evaluation firm whose managing partners are affiliated with Syracuse University) to evaluate our instructional strategies and student achievements to ensure TACS students meet the New York State Learning Standards.

TRUXTON ACADEMY CHARTER SCHOOL

Accountability Plan

For the Accountability Period 2019-20 to 2023-24

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

All students will demonstrate proficiency in reading, writing, and comprehending the English language.

Absolute Measures for Elementary/Middle School

- Each year, 75% of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English Language Arts exam for grades 3-8.
- Each year, TACS's aggregate Performance Level Index (PLI) on the New York State English Language Arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the State's NCLB accountability system.
- K-2nd grade students will score an average of at least 75% on curriculum-based reading and writing assessments over the course of each school year.

Comparative Measures for Elementary/Middle School

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

Growth Measures for Elementary/Middle School

- Each year, under the State's Growth Model, the School's mean unadjusted growth percentile in English Language Arts for all tested students in grades 4-6 will be above the State's unadjusted median growth percentile.
- Each year, all students are expected to demonstrate at least 5% growth on curriculum-based reading and writing assessments over the course of each school year.

GOAL II: MATHEMATICS

Goal: All students will demonstrate competency in their understanding and application of mathematical computation and problem solving.

Absolute Measures for Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.
- Each year, TACS's aggregate Performance Level Index (PLI) on the State mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the State's NCLB accountability system.
- K-2nd grade students will score an average of at least 75% on curriculum-based mathematics assessments over the course of each school year.

Comparative Measures for Elementary/Middle School

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

Growth Measures for Elementary/Middle School

- Each year, under the State’s Growth Model the School’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-6 will be above the state’s unadjusted median growth percentile.
- Each year, all students are expected to demonstrate at least 5% growth on curriculum-based mathematics assessments over the course of each school year.

GOAL III: SCIENCE

Goal: All students will demonstrate competency in using technology and applying scientific concepts, reasoning, and principles.

Absolute Measures for Elementary/Middle School

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

Comparative Measures for Elementary/Middle School

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

Growth Measures for Elementary/Middle School

- Each year, under the State’s Growth Model the School’s mean unadjusted growth percentile in science for all tested students in grades 4-6 will be above the state’s unadjusted median growth percentile.
- Each year, all students are expected to demonstrate at least 5% growth on curriculum-based science assessments.

GOAL IV: NCLB

Goal: The School will make Adequate Yearly Progress.

Absolute Measure

- Under the State's NCLB accountability system, the School is in Good Standing: the State has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

GOAL V: OPTIONAL ACADEMIC GOAL(S)

Goal: Students will demonstrate competency in comprehending and speaking the Spanish language.

Absolute Measures for Elementary/Middle School

- At least 75% percent of students will meet proficiency standards on curriculum-based Spanish assessments to measure Spanish comprehension.

Growth Measures for Elementary/Middle School

- Each year, all students are expected to show at least 5% growth on curriculum-based Spanish assessments.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL I: OPTIONAL NON-ACADEMIC GOALS

Goal 1: The Truxton Academy Charter School's staff members, parents, students, community partnerships and volunteers will create a positive, caring, supportive School Family to help the School and its students to achieve success.

- An annual survey given at the end of the school year to measure satisfaction with the School and its academic program will on average exceed 80% with 80% of families responding.

Goal 2: The Truxton Academy Charter School will be fiscally sound and meet all legal and charter requirements.

- The School's Finance Committee and Certified Public Accountant will maintain effective policies, procedures, and controls to assure sound fiscal management.
- The Head of School and TACS's Board of Trustees will work with the SUNY Charter School Institute Staff to ensure that all legal and charter requirements are met.
- The TACS' Board of Trustees will evaluate its own performance annually to identify areas in need of improvement.

R-03A- APPLICANT INFORMATION

**LUCINDA DENKENBERGER,
BOARD PRESIDENT, TEACHER & COMMUNITY RESIDENT.**

Lucinda (Cindy) was born and raised in Elmira, NY. She earned her B.A. from SUNY Oswego and her permanent Teaching Certificate from SUNY Cortland. During her more than 26 years as an elementary teacher, she participated in various classroom and grade level configurations. This included experience with pre-first, 2/3 combination for Initial Teaching Alphabet Transition, Nova Open School (no walls) in Davie, FL, and eventually helped to create and teach in a K-6 Multiage Program until her retirement in 2006. Cindy is married with three sons, and seven grandchildren and has resided in rural Truxton for the past 40 years. As a professional elementary educator, she brings an earnest commitment to re-establish an elementary school of quality and relevance in our rural community and a vision of what can be achieved with the enthusiastic support, integrity, and shared responsibility of those involved at all levels of this charter school project.

Please see Cindy's resume on the following page.

Resume for: Lucinda (Cindy) K. Denkenberger B.A.

Contact: [REDACTED]

Born: 09-01-1945 in Elmira, New York

Graduated: Southside High School 1963

College: SUNY at Oswego 1967

SUNY at Cortland - Completed requirements for
permanent teaching certificate - 1977

Retirement Activities: 2005-Present

- Substitute Teacher
- Sunday School Teacher
- King's Daughters and Sons
- Cortland County Republican Women's Club
- Opportunity to travel about the U.S. and Europe with extended stays in Rep. of Georgia and Armenia. On these travels, it was evident that U.S. schools seriously lack the priority of teaching a second language in the elementary grades as is required in foreign countries.
- Conversations with Truxton community residents about the need for and opportunities provided in charter schools and actively commit time and efforts to assist in accomplishing this goal
- 2014-Present- President, Board of Trustees, Truxton Academy Charter School (Proposed)

My teaching career experiences with the various styles and philosophies of teaching, demonstrate many roads to academic success. A teacher who is allowed to successfully collaborate with fellow professionals, share their strengths and enthusiasm with students while being responsible for rigorous performance on behalf of the children, will always have a successful, happy and confident classroom of students.

**KIMBERLEE JEANETTA LAUDERMILK,
BOARD VICE PRESIDENT, PARENT & COMMUNITY RESIDENT.**

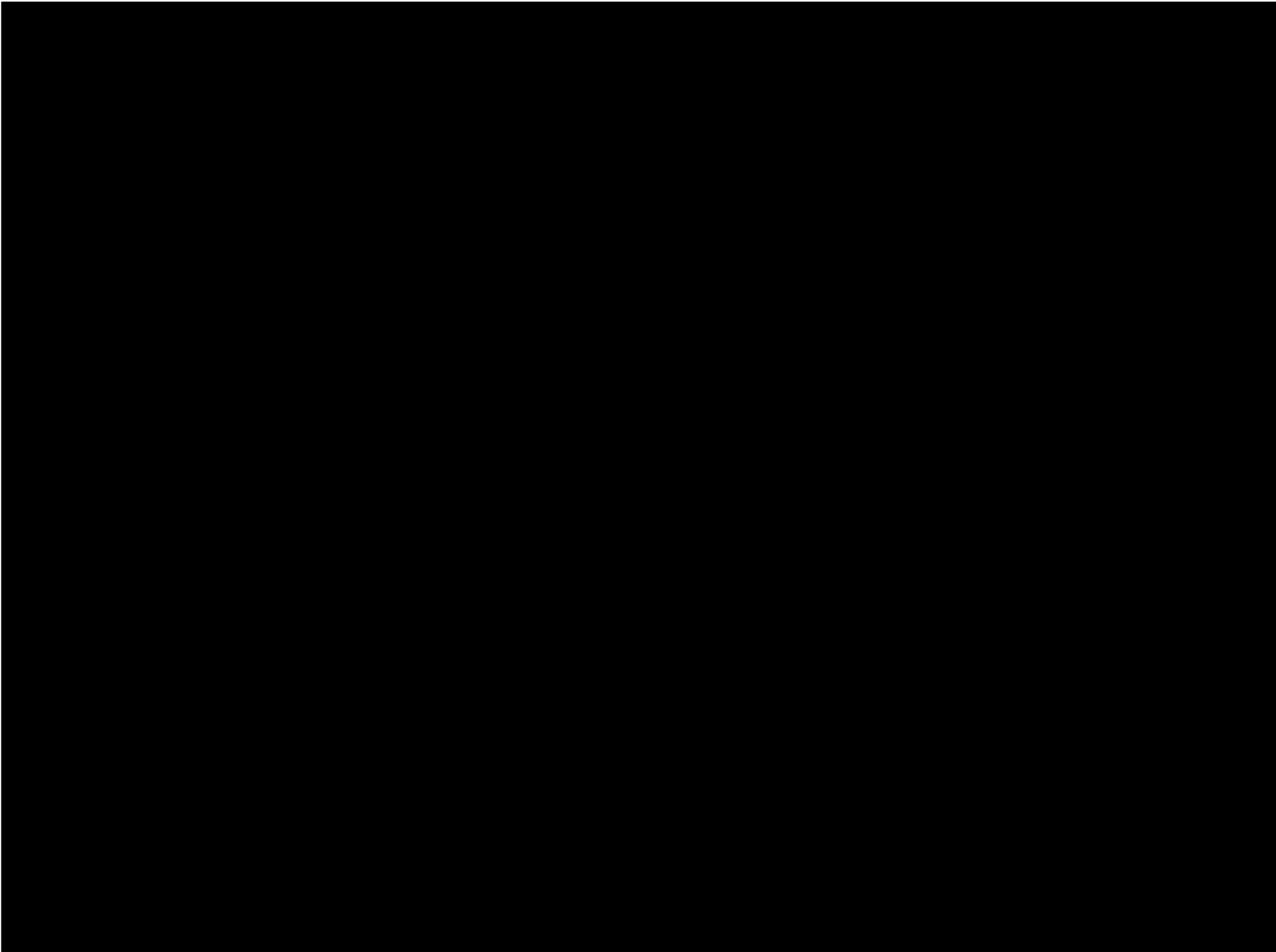
Jeanetta Laudermilk is an active community leader and mother to two young children. She manages a local beef farm which takes youth involvement in agriculture to the next level. Jeanetta is active on the Cooperative Extension 4-H Board, Boy Scout assistant leader, 4-H club leader, CRI alternate representative, and President of the Truxton Alumni & Community Supporters, Inc. organization. Jeanetta is a 4th generation Truxton resident and her children are happy to be the 5th generation.

Please see Jeanetta's resume on the following page.

K. Jeanetta Laudermilk



Qualifications

- Excel lent communication and interpersonal skills
 - Professional mannerisms
 - Experience in working with in a team of professionals
 - Hard working with particular attention to detail
 - Building and maintaining relationships with customers by phone and in person
 - Professional level of computer knowledge including: Word, Excel and Power Point
 - Keyboarding 50 words per minute
- 

Education

SUNY Canton, Canton, NY A.A.S. Veterinary Science Technology May, 2006 (LVT)

RESPONSE 3B - PROPOSAL HISTORY

Our Founding Team Members are a dedicated group of parents, teachers and community residents that came together for a common goal – to create a quality, alternative educational opportunity for our children in the rural area of Truxton, NY and its neighboring communities. With the closing of our local elementary school, the reality of limited educational opportunities for our children became very apparent.

A group of community residents began researching educational alternatives. After sharing options at a public community meeting, the whole community chose to pursue a public charter school as the best fit. The Walton 21st Century Rural Life Center (a public charter school in Walton, Kansas) was our original inspiration. Their model fit our rural lifestyle and supportive community. After further investigation, we chose to replicate aspects of the Walton 21st Century Rural Life Center into the Truxton Academy Charter School. We also researched and visited Syracuse Academy of Science Charter School and Finn Academy Charter School because we wanted to include STEM and experiential learning in our curriculum.

As community outreach and awareness of our efforts broadened, our group expanded and lead us to build partnerships. When we started, our group consisted of neighbors, friends, and members of the same community organizations. We were drawn together because of our common desire to make sure that our children and community had access to an exceptional school that could share services. We recruited members with specific expertise who share our vision that rural life needs to be celebrated and provides a wonderful foundation for Project-Based Learning experiences that benefit children of all learning levels and needs. Many of our founding team members have direct experience with Project-Based Learning through programs like 4-H, Boy Scouts and Girl Scouts. We have witnessed our children’s growth and success in these programs. Offering a community and parent-supported culture where an innovative educational alternative is necessary was an exciting alternative. A need already existed with many area families unable to afford tuition and/or had no means of transportation from our rural location.

Our charter school team began with Krysta Austen, Cindy Denkenberger, Jeanetta Laudermilk and Kay Reakes, as well as one other community member. They met at educational meetings, such as Homer Central School District Board meetings. They reached out to community members from the beginning. They researched options for our children's education including: home school coalition, magnet school, charter school, and private school. A charter school fell into place as the most advantageous option for our rural area. Although charter schools are very limited in rural areas, the need and positive design aspects are there. As the planning and community outreach continued, more members of the community came on board including experienced educator Elaine Sturges. As we proceeded and began diving deeper into curriculum and programmatic design, professionals from higher education became involved in the process, and we welcomed their support.

Having solicited community and professional feedback to help form the key design elements of our proposed charter school, this team, with other interested individuals, began the detailed charter school research and design in June 2014. They continue to serve as members of the proposed Board of Trustees for Truxton Academy Charter School. The team works together, using individual qualifications and skills, to share the responsibility of ongoing research, review and development of this proposal.

We have received pro bono professional assistance in the design of our school from SUNY ESF, The RED Group, Syracuse University, and SUNY Cortland. We plan to continue working with these professionals in the future as well as Cornell University's Agriculture in the Classroom program, SUNY Morrisville, and Cornell Cooperative Extension of Cortland County.

The support we have received throughout this experience has been encouraging and, at times, positively unexpected. Ultimately, it has been a tremendous validation of our efforts and confidence that we will bring Truxton Academy Charter School to life and watch our children and community grow and flourish.

R-03C LIST OF FOUNDING TEAM MEMBERS

FOUNDING TEAM MEMBERS (OTHER THAN BOARD MEMBERS)

NAME	RELEVANT EXPERIENCE/SKILLS AND ROLE IN FOUNDING GROUP	PROPOSED ROLE(S) IN SCHOOL (IF ANY)
1. Tom Brown	Fiscal Operations, Public Relations, Strategic Partnerships	Finance Committee Chair Public Relations Committee
2. Lydia Aris-Brown	Management, Public Relations, Strategic Partnerships	Public Relations Committee Chair
3. Patricia Dawson	Marketing, Public Relations, Computer skills, Organizational management	Marketing Committee Chair
4. Kay Reakes	Marketing, Public Relations, Management, Strategic Partnerships	Public Relations Committee Marketing Committee

Lydia Aris-Brown, VMD
Founding Team Member

Dr. Lydia Aris-Brown is a resident of the Tully Central School District and a mother of two children. She received her B.S. from SUNY ESF in Environmental Science and Forestry with a concentration in Wildlife Biology (1994). Lydia received her Veterinary Medical Degree from University of Pennsylvania School of Veterinary Medicine (2001). She practices veterinary medicine and owns Southern Hills Veterinary Hospital. Lydia is an active preceptor/supervisor to student interns. She heads the TACS Academic Outreach Committee and will provide expertise with live animals at TACS’s Rural Life Lab.

Tom Brown grew up in Central New York. He earned a Bachelor of Science degree from Syracuse University in 1994 and a Master's Degree in PA studies in 1999 from Arcadia University. He is a 17-year practicing physician assistant. He is a parent of two children 10 and 12 years old. Tom is a resident of Truxton and Homer Central School District. He is an active member of the local community serving on the Town Board Recreation Committee, and helping with community events. Tom has relevant experience precepting students. He serves on the Executive Committee of the Tompkins County Health Consortium. He is the Public Education and Relations Committee Chair for the New York Society of Physician Assistants and serves as Treasurer of the Central New York Physician Assistants Association. Tom utilizes his skills as TACS's Budget and Financial Committee Chair. His public education and relations experience assist with TACS's public outreach. He has been using his medical nutrition training to help design the food program with the input of community members. Tom is passionate about health care, education, community, and rural living.

Tom Brown, MS

Founding Team Member

Patty Dawson was born and raised mainly in upstate New York. She earned her Bachelor of Arts degree from SUNY New Paltz. Patty's family moved several times during her adolescence. She relocated herself quite often as well, between college semesters and after graduation, looking for the right home. Having experienced living in large metropolitan areas such as New York, San Francisco, and Baltimore; Patty was pulled back to rural Central New York when the time came to start a family. She has a love for rural life and the strong family and community presence that comes with it. The need for children in

Patricia Dawson

Founding Team Member

rural areas to have the best opportunities and choices for education is what brought her to join the Truxton Academy Charter School Applicant Group. Patty now runs her own marketing business, Patricia Dawson Designs. She excels at keeping our charter team organized and on task. Her marketing experience has been vital in reaching out to the public through social media, special events and our website design.

Kay Reakes

Founding Team Member

Kay Reakes brings to the Truxton Academy Charter School Team a wide range of experience. Kay spent 13 years operating a successful pre-K daycare facility. Her Special Education Teaching Certification gave her a specialized understanding and teaching ability of young children of a wide range of abilities. After many years of success, she expanded her agribusiness into what it is today, one of the most popular businesses in this rural area receiving visitors from all over the Northeast. Kay has been an active leader in the community through community events and the local church for 35 years.

R-03D BOARD MEMBERS

TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	EXPERTISE AND/OR ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	EX-OFFICIO
1. Lucinda Denkenberger	President	Curriculum Committee	Retired Teacher	X	
2. K Jeanetta Laudermilk	Vice President	Marketing Committee	Parent	X	
3. Korinne L'Hommedieu	Board Member	Finance Committee	Community Resident	X	
4. Elaine Sturges	Board Member	Curriculum Committee	Teacher	X	
5. Beth Shiner Klein	Board Member	Curriculum Committee	Community Resident	X	
6. Stuart Young	Board Member	Curriculum Committee	Community Resident	X	
7. John Tillotson	Board Member	Curriculum Committee	Community Resident	X	
8. Krysta Austin	Treasurer	Finance Committee	Parent	X	
9. TBD	PTO Representative	TBD	Parent	X	X

R-03E COMMUNITY OUTREACH

THE COMMUNITY WAS INFORMED OF THE PROPOSED SCHOOL IN A TIMELY FASHION.

The founding team started an extensive and ongoing community outreach campaign in 2014 to create awareness and solicit feedback about the proposed charter school in our rural community. Flyers, news articles, social media and the Truxton Academy Charter School website state that an application will be submitted to the NYSED or the SUNY Charter Schools Institute to open a charter school. Our public outreach information includes the approximate date the school would commence instruction, the intended location, the target population, proposed grades and enrollment, school mission, and a brief description of the academic program. The TACS website lists contact information for the public to submit suggestions and comments by email, phone, or mail. The TACS website and Facebook page were launched in April 2015 where school information is shared, all meetings are posted and feedback can be continually solicited.

Community outreach for a proposed charter school began in June 2014 when a small group of community members began a discussion about how to provide and improve education in this rural community. The discussion resulted in research into different educational options. Those options were shared with the community at a community meeting on December 22, 2014, with the conclusion that a charter school would be the best option to fill our need. As a result, the Founding Team was created and began meeting regularly. On January 21, 2015, we presented our rationale and plan for a proposed charter school to the Homer Central School District and the community (TACS, LOI, Appendix F). Throughout this process, we have gained knowledge, refined our school model, and been inspired to move forward with our efforts to establish the Truxton Academy Charter School and fill a void in innovative rural education.

Despite the Board of Regents' unprecedented decision to overturn the NYSED Charter School Office's positive recommendation to authorize TACS in 2017, our Applicant Group continues our extensive community outreach through monthly public Board of Trustees meetings and a variety of community events.

THE COMMUNITY HAD MEANINGFUL OPPORTUNITIES FOR INPUT.

The Truxton Academy Charter School founding team has conducted extensive and diverse community outreach efforts to understand the needs of the community, gauge support for Truxton Academy Charter School, and solicit feedback to ensure the school design both maximizes student outcomes and reflects the community's priorities.

Efforts were made through letters of interest and online surveys. A Direct Mail Campaign which included a brief description of the proposed charter school was mailed to Truxton and neighboring communities on May 12, 2015. Interest and comments were returnable via mail or email, so that families without consistent access to the internet could easily respond.

Participation in community events with an information booth at the Hartnett Celebration on June 13, 2015, Cortland County Junior Fair on July 7, 2015, Tully Community Fair on September 12, 2015 and Truxton-Cuyler-DeRuyter Harvest Fest on September 27, 2015 provided an opportunity for discussion and direct feedback from attendees. Potential enrollment forms were collected for 57 students as well as a petition showing support signed by 414 people.

The TACS founding group met with local, state, and national elected officials to share our goals and have received their support. These include: Senator James L. Seward, Assemblyman Gary D. Finch, Congresswoman Claudia Tenney, Local Cortland County Legislators Linda Jones and James Denkenberger.

TACS Board and Founding Team Members introduced the proposed charter school plan at neighboring school districts' Board of Education Meetings and held follow-up community meetings in October 2015 to increase awareness to our neighboring communities as well as to solicit feedback. The Truxton Academy Charter School Applicant Group has full support of the Truxton Town Board. A recent survey conducted by the Town of Truxton was mailed to all residents. Out of 244 respondents, 53% felt the present school district is inadequate and 79% were in favor of the charter school.

A community input meeting on December 14, 2015 solicited residents' questions and suggestions to help make sure our proposal met the community's needs. Parents spoke out against traditional public schools, expressed an interest in agricultural education in the

classroom, Project-Based learning, Science Technology Engineering and Math (STEM) early introduction of a second language, the importance of art and music, and an active learning experience. Each of these components is well-represented in our school design.

THERE WAS A THOUGHTFUL PROCESS FOR CONSIDERING COMMUNITY FEEDBACK AND INCORPORATING IT INTO THE FINAL PROPOSAL

Community feedback was received through conversations and input at community meetings, phone calls, emails, letters and social media. When looking at community input, we fielded the input and looked at feasibility and studies that supported positive affect for learners.

Community members are consistently supportive of a new and innovative educational experience for their children and our charter school team continues to grow as community members become more involved. Community outreach events have brought interest by the parents of over 50 children who are excited to enroll their children at Truxton Academy Charter School.

The founding team solicited comments on the charter proposal, its curriculum, and student programmatic needs at community input meetings, information booths, personal house to house contacts, and community events as indicated above and further documented in Appendix G. Input from the public helped build our school design and curriculum focus.

During our community outreach events, families and community representatives encouraged us to consider: (1) incorporating project-based learning (2) embracing agriculture and our rural environment into the curriculum, (3) providing health and fitness for students, (4) offering after-school as well as summer tutoring and student activities (5) teaching science, technology, engineering and math skills to prepare students for career options, (6) providing students with opportunities to engage in real-world science projects, (7) variety of artistic activities and (8) involving families in the development and operation of the school.

For specific details on our community outreach efforts throughout the past 3 ½ years, please see our table entitled “**Description of Community Outreach Efforts**” below.

R-03(E) DESCRIPTION OF COMMUNITY OUTREACH EFFORTS

Truxton Academy Charter School 2014 – 2018 Community Outreach Efforts

Date(s) of Outreach (mm/dd/yy)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
09/28/14	Families with children and community residents	Information booth at Harvest Fest with info on TACS	Truxton Town Park, Truxton, NY	Questions about a charter school and how it would operate	Planned further informational activities	75 families
10/19/14	Families and community residents	Public Community Meeting	Truxton Town Hall	Need further outreach regarding charter school	Planned further outreach	15 residents
12/3/14	Families and residents in Homer, Cortland, and Truxton	Public Community Meeting	Homer Center for the Arts, Homer, NY	Options utilizing Hartnett School including starting a Charter School	Focus on pursuing a charter school as most viable option	120 families
12/22/14	Families and community residents	Public Community Meeting for input on educational options	Truxton Fire Station, Truxton, NY	Community voted to pursue creation of a Truxton Charter School	TACS Board of Trustees created and community members recruited	60 residents/families
1/21/15	Homer CSD Board of Ed and Truxton Community	Public Community Meeting with Homer CSD BOE	Hartnett School, Truxton, NY	Homer BOE had no interest in a conversion charter school	TACS Board moved forward to create a charter school	45 HCSD Board + community members

1/30/15	Local parents of elementary children	Parent Survey on local education	Hartnett School Facebook Page Social Media	Parents looking for > educational choices	Used to develop educational model	12-15 parents
4/18/15	Local families and community residents	Information Booth at Plow Day Celebration	East Homer Grange/Church East Homer, NY	New volunteers to support TACS efforts	Increased interest in pursuing creation of Charter School	80 families
4/19/15	Families and educators in extended Central NY area	Official TACS website and facebook page launched	Internet	Steady increase in enrollment and questions about TACS	Expanded information translated in Spanish to ELL families	250 internet contacts
5/9/15	Homer Central School District families and taxpayers	TACS fliers distributed house to house in Truxton area	Truxton rural area and village of Homer, NY	Positive support for creating TACS	Expanded area support for the Charter School	300 Families
5/12/15	Families and residents	Direct mail campaign explaining TACS	Truxton and East Homer Mail Delivery	Increased TACS enrollment forms	Confirmed community interest in TACS	2,260 families
5/19/15	TACS Board and Applicant Group	Visit and Tour of Syracuse Academy of Science Elementary Charter School	Syracuse, NY	SASCS Supt shared useful info on Charter School startup	Increased interest in creation of TACS	6 Applicant Group members + SASCS staff
5/25/15	Families and residents in the Truxton area	Fliers distributed with Memorial Day Parade float	Truxton, NY	Continued interest in the Charter School	Confirmed community interest in TACS	45 families

5/29/15	Local Legislator	Meeting with Senator Seward	Oneonta, NY	Received letter of support from Senator Seward	Continued efforts to reach other legislators	4 attendees
6/2/15	Cortland County residents	Circulated TACS fliers at Dairy Parade	Cortland, NY	Raised awareness of Charter School efforts	Need to continue outreach efforts	100 families
6/6/15	Families and community residents	Community Barn Dance	Forest Lake Campground, Truxton, NY	High interest in continuing to develop a Charter School	Funds raised to help advertise TACS	150 families
6/13/15	Homer School District families and community residents	Hartnett School Carnival Information Booth	McGraw Field, Truxton, NY	Specific requests for agriculture, the arts and physical ed. in TACS curriculum	Included requested curriculum areas in TACS design	50 families
7/7/15	Cortland and Homer families and legislators	Cortland County Junior Fair Children's Activities & Information Booth	Cortland Fairgrounds, Cortland, NY	Positive responses from local and state legislators	Encouraged further dialogue between legislators and Homer School District	60 families & legislators
7/15, 11/02, 11/14, 11/21	Teachers in Homer CSD	Meetings with local elementary teachers regarding proposed TACS curriculum	Truxton/East Homer, NY	Positive feedback and suggestions from teachers regarding TACS Full Proposal	Made positive revisions on sections of TACS Full Proposal document	5 elementary teachers

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7/31/15	Truxton Town Board members & Homer Central School District administrators	Meeting with Truxton Town Board & Homer School District to strengthen relationship with TACS efforts	Homer Central School District Office Homer, NY	Homer School District was committed to disposing of the Hartnett School building in Truxton, NY	Truxton Town Board and TACS committed to acquiring Hartnett School building for TACS	8 Town Board & HCSD personnel
8/03, 8/10, 8/17, and 8/24/15	Local families with elementary children	Summer Recess Activities for Children	Hartnett School Playground, Truxton, NY	Need for more advertising and information	Increased posting of events activities using websites & signs	8-10 families
9/12/15	Families with children in the extended Charter School area	Tully Community Fair and Parade – Information Booth & Float	Tully, NY	Residents requested inclusion of the arts and Spanish in the curriculum	Explored and included Spanish and the arts in our TACS elementary curriculum	25 families
9/16/15	SUNY Cortland Professor and Ithaca Charter School teacher	Meeting with academic resource people	Truxton Church, Truxton, NY	Encouraged Project-Based Learning & administrative guidance	Confirmed inclusion of Project-Based Learning in curriculum	5 attendees
9/27/15	Families with children and community residents	Information Booth, Petting Zoo, & Youth Activities	Harvest Fest McGraw Field Truxton, NY	330 residents signed a petition in support of the Charter School	Confirmed community support for the Charter School	400 families with children

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10/7, 10/14, 10/20, 10/26/15	School Board members in neighboring School Districts	Meet/Greet with Area School Board Members- Presentation on proposed TACS	McGraw, DeRuyter, Fabius-Pompey, Tully, NY	Respectful responses and questions regarding TACS	Set community meetings in each location for further outreach	40-60 area School Board members
10/14, 10/15, 10/21, 10/27/15	Families of young children/ area residents	Informational meetings in adjacent school districts	McGraw, Tully DeRuyter, Fabius-Pompey,	Negligible attendance	Learned the challenges of publicizing in our rural area	12 residents
10/17/15	Truxton Alumni and Community Residents	Taste and Toast Fundraiser & Information Event	Labrador Mountain, Truxton, NY	Positive encouragement and financial support to obtain Hartnett School and create TACS	Truxton Alumni & Community Supporters purchased Hartnett School on 10/29/15 for TACS	300 alumni + families
11/04/15	TACS Board and Applicant Group	Visit and tour of Finn Academy Charter School	Elmira, NY	Met with Head of School who shared the importance of community feedback and documentation	Increased community outreach and continued Work on Full Proposal	6 Applicant Group members
11/16/15	TACS Board and Applicant Group	Visit and tour of Byrne Dairy Yogurt Plant, Cortland, NY	Cortland, NY	Need for employees trained in Ag and STEM	Confirmed need for STEM and Agriculture in curriculum, built positive relationship	10 Byrne Dairy staff + Applicant Group members

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10/7, 10/14, 10/20, 10/26/15	School Board members in neighboring School Districts	Meet/Greet with Area School Board Members- Presentation on proposed TACS	McGraw, DeRuyter, Fabius-Pompey, Tully, NY	Respectful responses and questions regarding TACS	Set community meetings in each location for further outreach	40-60 area School Board members
10/14, 10/15, 10/21, 10/27/15	Families of young children/ area residents	Informational meetings in adjacent school districts	McGraw, Tully DeRuyter, Fabius-Pompey,	Negligible attendance	Learned the challenges of publicizing in our rural area	12 residents
10/17/15	Truxton Alumni and Community Residents	Taste and Toast Fundraiser & Information Event	Labrador Mountain, Truxton, NY	Positive encouragement and financial support to obtain Hartnett School and create TACS	Truxton Alumni & Community Supporters purchased Hartnett School on 10/29/15 for TACS	300 alumni + families
11/04/15	TACS Board and Applicant Group	Visit and tour of Finn Academy Charter School	Elmira, NY	Met with Head of School who shared the importance of community feedback and documentation	Increased community outreach and continued Work on Full Proposal	6 Applicant Group members
11/16/15	TACS Board and Applicant Group	Visit and tour of Byrne Dairy Yogurt Plant, Cortland, NY	Cortland, NY	Need for employees trained in Ag and STEM	Confirmed need for STEM and Agriculture in curriculum, built positive relationship	10 Byrne Dairy staff + Applicant Group members

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12/14/15	Community residents and area families	Public Community Meeting	Truxton Fire House, Truxton, NY	Positive support for PBL, Spanish and agriculture and environment in curriculum.	Clarified and included physical education, the performing arts and enrichment in the curriculum	45 residents/families
12/16/15	Syracuse University, SUNY ESF, and other local college faculty and staff	Meeting	SUNY ESF Campus, Syracuse, NY	Discussed educational needs and proposed academic partnership	Agreed to create a TACS Academic Advisory Panel	10 college faculty, staff and TACS Board members
1/20/16	Spanish-speaking families with children	Onsite visit to area farms employing Hispanic workers	Livestock farms in a 10-mile radius of Truxton, NY	Thirteen livestock farms employ Hispanic workers with 19 children, 8 years old and younger	Confirmed support for including Spanish in TACS key design elements	15 farm personnel
1/27/16	Parents, families and community members	Began Facebook campaign-asked questions on school culture, school day, uniforms, etc.	Facebook, Internet	Uniforms not desired, School day length, After School activities desired	TACS will not have uniforms, will continue to develop After School choices	12-15 parents

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2/21/16	Truxton Town Board and TACS Applicant Group	Onsite visit to TACS Building by Assemblywoman Claudia Tenney	TACS Building, Truxton, NY	Positive feedback from Ms. Tenney on building, need for educational choice in rural areas	Received a letter of support from Ms. Tenney and encouragement to continue our efforts for TACS	10 Town Board + Applicant Group members
2/23/16	Cortland School District Board of Education	Presentation	Cortland, NY	Respectful response about TACS	Will keep Cortland BOE informed about status of TACS	12 Board members
3/23/16	SUNY ESF SUNY Cortland Syracuse Univ. R.E.D. Group	Organizational Meeting	SUNY ESF Campus, Syracuse, NY	Formally organized the Academic Advisory Panel as a Partner with TACS	Discussed scope of student-related projects and benefits to TACS's curriculum	10 college staff
4/2/16	Families and Community Residents	Open House at TACS Building	Truxton, NY	Positive response from attendees on the condition of the building	Encouragement for the TACS Applicant Group	30 families
4/16/16	Families and community residents	Information Booth at Plow Day Community Celebration	East Homer Grange + Church	Positive response from attendees regarding TACS	Confirmed community interest in pursuing TACS	80 families

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4/29/16	TACS Board of Trustees and Applicant Group	Tour of Walton 21 st Century Rural Life Center and Meeting with Principal	Walton Charter School in Walton, Kansas	Positive specific feedback on a rural, ag-focused, Charter School	Helpful ideas + observations for the Rural Life Lab and curriculum	6 Applicant Group + school staff members
5/4/16	TACS Board of Trustees & TACS students	Tour of SUNY Morrisville	Morrisville, NY	SUNY Morrisville will provide Trout in the Classroom Program	Established a cooperative relationship + resources	8 Applicant Group members
5/30/16	Families and residents in the Truxton area	Fliers distributed with Memorial Day Parade float	Truxton, NY	Positive participation by children and families	Confirmed continued community interest in TACS	80 families
6/7 – 6/17/16	TACS Board Members, TACS Teachers, and Students	Communications & Visit to Fesko Farm Discovery Center	Skaneateles, NY	Benefits of forming a relationship between TACS and Fesko Farm	Helpful ideas and resources for agriculture part of TACS curriculum	1 farm owner + 1 Applicant Group member
6/7/16	Cortland County residents	Circulated fliers at Dairy Parade & sponsored float	Cortland, NY	Information on progress of TACS	Continue to share unique curriculum	400 residents + families
6/14/16	TACS Board of Trustees & Academic Advisory Panel	Meeting with Research/Evaluation and Development (R.E.D. Group) at Syracuse University	TACS Building, Truxton, NY	The R.E.D. Group will provide editing assistance with NYSED Full Application	Established timelines for submission of sections to R.E.D. Group	10 Board members + R.E.D. staff members

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6/20/16	TACS Applicant Group + Board	Meeting with Haylor, Freyer and Coon, Inc.	Syracuse, NY	Benefit plans for TACS staff	Selected benefit plans for TACS faculty & staff	3 attendees
6/26-6/30/16	Children and parents in the Greater Truxton Area	Vacation Church School- info fliers about TACS	TACS Building, Truxton, NY	Positive participation by children and families	Confirmed community interest in TACS	50 parents and children
7/9/16	TACS Board and Applicant Group	Meeting with Alexis Hammack, Coney Island Prep Charter School	Tully, NY	Importance of team meetings, leadership skills training + open communication	Info for Board - leadership style model for TACS leadership search	4 Applicant Group members
7/9/16	Cortland and Homer families and legislators	Cortland County Junior Fair Children's Activities & Information Booth	Cortland Fairgrounds, Cortland, NY	Positive responses from local and state legislators	Encouraged further dialogue between Cortland and Homer families	60 families + legislators
7/24/16	Homer School District families	TACS Info Booth at Truxton Community Picnic and BBQ	Truxton Town Park Truxton, NY	Interest & Questions about TACS	Continued Public Outreach	75 Families
8/12/16	Children and teachers in the surrounding school districts	PBL Science Class taught by Syracuse University professor & grad students for area children & teachers	TACS Building, Truxton, NY	Positive participation and feedback from children, families and Syracuse Univ.	Confirmed community interest in STEM and PBL for TACS	25-30 children + Syracuse University students

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8/13/16	Community residents and families with young children	TACS Booth at Firemans' Field Days	DeRuyter Fair Grounds DeRuyter, NY	Need more public relations in DeRuyter	Plan to meet again with neighboring school districts	75+ families
8/30/16	Homer Central School District Superintendent and Administrators	Meeting to build a positive relationship with Homer CSD administrators	Homer Central School District Office Homer, NY	Shared info, clarified and updated on proposal status	Need to continue efforts to establish a positive relationship	8 Homer CSD personnel + TACS Board
9/10/16	Area families with children in the Charter School area	TACS Information Booth at Tully Community Fair	Tully Central School District Tully, NY	Residents requested info on TACS – interest in PBL	Confirmed interest in Project-Based Learning	25-30 families
9/21/16	Truxton Town Board Members & Community	Meeting with Truxton Town Board Members	Truxton Town Hall Truxton, NY	Updated Board on TACS Application Support for TACS	Continue to update Town Board on TACS progress	10 Town Board members
9/24/16	Local residents and families	Truxton Community Meeting	TACS Building, Truxton, NY	Support for TACS continues, must plan strategically going forward	Commitment to expanding outreach with more publicity	7 residents + families
9/25/16	Families with children and community residents	Information Booth, Petting Zoo, Youth Activities	Harvest Fest McGraw Field Truxton, NY	Positive Support for TACS	Confirmed community support for TACS	350 families with children

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9/27/16	Homer Central School Board Members	Homer Central School District Board Meeting	Homer, NY	Financial Concerns	Positive outreach with HCSD to work together	20 HCSD Board + residents
10/5/16 10/7/16 10/12/16	Public School District administrators in neighboring school districts	Meetings with Area School District Superintendents to strengthen TACS' relationship	McGraw School District DeRuyter School District Fabius-Pompey School District	Supportive comments & interest in TACS curriculum, financial concerns	Continue positive outreach with school districts for working together	10-15 school district personnel
10/12/16	Community members in the Homer Central School District	Public Hearing	Homer Intermediate School, Homer, NY	Speakers in favor of TACS outnumbered those opposed by 2:1	Confirmed Homer District & community members' support for TACS	100 + community members
10/15/16	Hartnett School Alumni & All Community Members	Truxton Gala	TACS Building, Truxton, NY	Positive support for Project-Based Learning and TACS	Confirmed community support for TACS	150 community members + families
10/19/16	Retired teachers in DeRuyter area	Meeting with DeRuyter School District retired teachers	Cuyler, NY	New volunteers to support TACS efforts	Confirmed community support for TACS	7 retired teachers
10/20/16	Rotary Club members	TACS Power Point Presentation	Rotary Club Meeting, Tully, NY	Positive feedback on TACS's key design elements	Confirmed support for TACS	15 Rotarians

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11/16/16	Truxton Town Board Members & Community	Meeting with Truxton Town Board Members	Truxton Town Hall Truxton, NY	Update on TACS Capacity Interview, Continued Town support	Continue to update Town Board on TACS progress	8-10 Town Board members
11/29/16	Extended Farming Community (Truxton/East Homer area)	Information Booth at Twin Oaks New Barn Open House	Twin Oaks Farm Route 13 Truxton, NY	Need to expand TACS curriculum in extended rural areas	Plan more activities to highlight TACS in neighboring communities	150+ families
12/19/16	TACS Board, Applicant Group & Community	Meeting with Northeast Charter School Network	TACS Building, Truxton, NY	Positive support & strategies for TACS Public Outreach	Reorganized committees and plan for public outreach	10 Applicant Group + NE Charter members
1/10/17	Residents of Cortland County and neighboring areas	Letter to Editor announcing withdrawal of latest proposal	Cortland Standard newspaper Cortland, NY	Appreciation of updated status of TACS Proposal	Continue to find new venues for reaching stakeholders	12,000 local newspaper subscribers
1/23/17	TACS Board, Staff, families, and students	Visit and tour of an elementary school that incorporates Conscious Discipline (CD) into school program	Summerfield Elementary School, Riverview, Florida	CD < discipline referrals from 189/year to 4/year and > school rating from "D" to "B"	Plan training for TACS Head of School, teachers, parents, and children in CD skills	4 School personnel and Board member
1/30/17	Preschool staff, families, and students	Visit to a preschool that incorporates Conscious Discipline (CD)	Univ. of North Florida. Jacksonville, Florida	Viewed the CD preschool classroom structures	Plan to incorporate CD	4 School personnel and Board member

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2/3/17	State legislators and local businesses and government	Cortland Chamber of Commerce Meeting	Cortland, NY	Need for strong support from State legislators	Follow up meeting with Senator Seward	160 legislators + residents
2/3/17	TACS Board of Trustees and Senator Seward	Meeting with NYS Senator Seward	Senator Seward's office, Cortland, NY	Assistance in countering misconceptions about TACS	Meet with representatives and NYS Commissioner of Education	10 Board members + Senator Seward
2/6/17	Parents in Homer, Cortland, and Truxton area	Organized "Parent Network For Better Education"	Homer & Cortland, NY	Need for education on benefits of TACS curriculum	Scheduled and publicized 3 educational presentations in Homer, NY	10 parents
2/13/17	Parents of Elementary Children in Homer + Cortland	Power Point pres. on PBL, STEM, Assessment + Inclusive Ed. by SUNY Cortland + Syracuse U faculty	Center for the Arts, Homer, NY	Positive support for TACS, need more publicity for future Homer events	Increased publicity with posters, fliers, news releases and paid ads	15 parents + children
2/23/17	Teachers in area school districts	Meeting with Lisa DeRado, Director Cortland Teacher Center	Cortland Teacher Center Office, Cortland, NY	Support for teacher professional development	Surveyed teachers for Ag in the Classroom workshop	2 (1 Board member + Teacher Center Dir.)
3/1/17	TACS Board Members and Founding Group	Meeting with NYS Regent Board Member James Tallon	Homer, NY	Need wider publicity emphasizing the positive aspects of TACS	Developed plans for TACS brochure, direct mailing, and PR event	6 Board members + Regent Tallon

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3/6/17	Teachers & youth leaders in area school districts	Conference call with Director of Cortland Teacher Center & Ag in the Classroom (AIRC)	Cortland Teacher Center & Cornell Ag in the Classroom offices	Logistics for setting up Ag in the Classroom Workshop	Planned Ag in the Classroom workshop at TACS for May 6, 2017	1 Board member + 2 Directors
3/9/17	Teachers in area school districts & TACS Board members	Meeting with area teachers	Truxton, NY	Clarification of content of FOIL documents	Input will be used for public outreach for 2017 NYSED Application	4 local teachers
4/5/17	Parents + caregivers of preschool & elementary children	Power Point pres. + group discussion - "Exploring Env. & Agricultural Ed. in Preschool and Elementary School"	Center for the Arts, Homer, NY	Positive support for TACS, need to increase attendance	Changed location of next Parent Network event to SUNY Cortland	12 parents + families
4/15/17	Parents and children in Truxton, Cuyler, DeRuyter, Tully + Homer areas	Community Easter Egg Hunt	TACS Building, Truxton, NY	Positive support for TACS + children's activities at TACS	Plan and publicize future fun children's activities at TACS	100+ children and their parents
3/2017 - 4/18/17	Homer Central School District PTO	TACS offered to sponsor the Homer Elementary School Walk-a-Thon Fundraiser	Homer, NY	Homer PTO denied TACS' offer	Sent letter to PTO inviting a Q & A session or discussion with TACS Group	20-50 Parents
4/20/17	NYS Regent Susan Mittler	Letter inviting Regent Mittler to visit and tour TACS' building	Ithaca, NY	Positive interest in touring TACS' building	Worked to schedule Regent Mittler's visit	1 Board Member + Regent Mittler

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4/22/17	Local families and community residents	Information and Baked Potato Booth at Plow Day Celebration	East Homer Grange/Church East Homer, NY	Positive support for TACS	Need for publicity Update	50 families
4/24/17	Legislators Seward and Finch, NE Charter School Network & NYSED Charter School Office	4 Meetings	Offices in Albany, NY	Positive support and input for successful approval in 2017	Formed TACS Community Outreach Committee for support letter campaign	2 Applicant Group members + NYSED staff + Legislators
5/6/17	Teachers in Area School Districts	Agriculture in the Classroom Professional Dev. Workshop - "Food, Land, & People"	TACS Building, Truxton, NY	Positive feedback from area teachers	Plan to offer more professional dev workshops	17 area teachers
5/6/17	Parents of elementary children in Cortland area	Information booth at Cortland Duck Derby Day	Suggett Park Cortland, NY	Supportive feedback and suggestion to broaden outreach	Broaden our outreach efforts in the McGraw and Cortland areas	100 Families
5/9/17	Parents, families, and community members	STEM presentation by Syracuse Univ. & Univ. of Missouri professors	SUNY Cortland campus Cortland, NY	Positive, informative feedback from attendees	Confirmed STEM as an important key design element	15-20 parents, students + residents
5/11/17	Cuyler Town Board members	TACS Educational presentation at Cuyler Town Board Meeting	Fire Station, Cuyler, NY	Positive, supportive feedback and sharing of information	Schedule TACS presentations at other local Town Board Meetings	15 Town Board members

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5/18/17	NYS Assemblyman for Onondaga County Dave Valesky	TACS Informational Meeting	State Office Building Syracuse, NY	Supports Charter Schools in Syracuse & wants more info on TACS	Gave Mr. Valesky info and websites to find out more about TACS	4 Applicant Group members
5/20/17	Parents & Community Members	TACS Information Booth	Reakes Country Goods, Truxton, NY	Curiosity about TACS' status and future plans for TACS	Explained ongoing efforts, shared info, encouraged support letters	20 Families
5/24/17	Parents, families, and community members	TACS Public Community Update Meeting	TACS Building, Truxton, NY	Discussed strategies for public outreach and support for 2017	Planned HCSD outreach + gathering of support letters	25 parents, children + community members
5/26/17	Homer Central School District Board Members & Superintendent	Sent emails with Walton Charter School video and news article	Internet	Showed how Walton Charter School increased school district enrollment	Continue communication with HCSD Board and Superintendent	7 Homer CSD members + Supt.
5/25/17-7/17	TACS families, and residents in the Greater Truxton Area	Distributed info for Letters of Support to several local businesses and organizations	Truxton, neighboring towns, and Internet	Much positive support for TACS	Continue distributing information for Letters of Support	50 families + community members
5/29/17	Families and residents in the Truxton area	TACS Fliers distributed with Memorial Day Parade float	Truxton, NY	Positive participation by children and families	Confirmed continued community interest in TACS	40 families

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6/5/17	NYSED Regent Susan Mittler + TACS Board	TACS Regular Monthly Board Meeting	TACS Building, Truxton, NY	Positive contact and discussion about TACS	Plan to Update Regent Mittler + contact other Regents	15-20 Applicant Group members + Regent
6/6/2017	Community members + families in Cortland County	Distributed information fliers at Cortland County Dairy Parade	Cortland, NY	Positive support and feedback	Plan to continue public outreach as we submit LOI and Full Application	200 Community Residents + families
6/7/17	NYS Congressman James Seward	Phone call	Truxton, NY	Update on Seward's meeting with Commissioner Elia	Plan to carry out suggestions for moving forward with Application	2 - Senator Seward + TACS Board President
6/11/17	Parents, residents, legislators, and supporters	Reception for Congresswoman Claudia Tenney	TACS Building, Truxton, NY	Positive support and participation	Continue public outreach	110 Community residents
6/29/17	Residents of Cortland County and neighboring areas	TACS Newspaper editorial	Cortland Standard newspaper Cortland, NY	Positive feedback from community	Continue public outreach	12,000 newspaper subscribers
7/4/17	Families and residents of DeRuyter/ Cuyler Area	Distributed TACS information to local grocery store	DeRuyter, NY	Positive contact with local business	Continue public outreach	50+ Families

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7/9/17	NYS Rural Schools Association	Annual Conference	Cooperstown, NY	Positive advance registration, not allowed to attend after arrival	Schedule meeting with Director of NYS Rural Schools Association	10 staff
7/23-27/17	Families in Truxton, Cuyler, DeRuyter Area	Vacation Bible School	TACS Building, Truxton, NY	Interest in supporting TACS	Continue outreach and prospective enrollments	50 children/families
7/25/17	Cornell Cooperative Extension Board Members	TACS Presentation at CCE Board Meeting	Camp Owahta, McGraw, NY	Positive response, clarified collaboration	Plan to meet with CCE after TACS is established	10 Board Members
7/27/17	New York State farmers & agricultural community	TACS News Article for Empire Farm & Dairy monthly newspaper	Statewide	Published TACS news article in September 2017	Continue to send news articles to media outlets	10,000 newspaper subscribers
7/25-8/3/17	Onondaga, Cortland, Madison BOCES Administration	Letter sent to OCM BOCES to request a meeting	U.S. mail and phone conversation	BOCES will meet with TACS after TACS is established	Plan to schedule a meeting after TACS is established	5 staff
8/4-8/6/17	Families and residents of Cortland Area	Seedstock Music Festival TACS Info Booth + Children's Activities	Cortland, NY	Positive response from children and families	Continue public outreach	50 parents + children

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8/12/17	Community residents and families in DeRuyter area	TACS Info Booth at Firemans' Field Days	DeRuyter Fair Grounds DeRuyter, NY	Positive response from residents	Continue public outreach in neighboring communities	75+ families
8/14-8/17/17	Families and children in Cortland, Homer, Truxton area	Summer Learning Adventure	TACS Building, Truxton, NY	Positive response from community families	Continue offering children's and family events at TACS Building	50 children and adults
9/9/17	Area families with children in the TACS area	TACS Information Booth at Tully Community Fair	Tully Central School District Tully, NY	Residents requested info on TACS – interest in PBL	Confirmed interest in Project-Based Learning	25-30 families
9/20/17	Cortland Standard Newspaper Staff	Meeting with Senior News Reporter, Catherine Wilde	Cortland Standard newspaper office Cortland, NY	Positive interest in TACS's history and progress	Continue to update + communicate clearly with local press	2 Board Members + 1 News Reporter
9/24/17	Families with children and community residents	Information Booth, & Youth Activities	Harvest Fest McGraw Field Truxton, NY	Positive support for TACS	Confirmed community support for TACS	250 area residents + children
9/30/17	Area employees attending a professional training	TACS Information Booth	TACS Building, Truxton, NY	Positive interest and support	Continue public outreach	50 employees

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10/3/17	Community members in Homer and surrounding school districts	Public Hearing	Homer High School, Homer, NY	Speakers in favor of TACS equal to those opposed	Continue public outreach efforts	100 + community members
10/7/17	Families and residents of Cortland area	Information Booth at Pumpkin Fest	Pumpkin Fest Cortland, NY	Received 60 letters of support and 20 prospective enrollment forms	Continue public outreach efforts	100+ community members, families with children
10/13/17	Regent Susan Mittler	Meeting	Ithaca, NY	Positive interest and support for TACS	Continue to update Regent Mittler	1 Regent + 5 TACS Group members
10/25/17	NYS Congressmen Jim Seward and Gary Finch	Update Meeting	Cortland, NY	Positive support for TACS	Continue to update Congressmen	2 Legislators + 5 TACS Group members
10/25/17	NYS Congressman Valesky	Update Meeting	Syracuse, NY	Status of TACS Application	Encourage Congressman Seward to update Valesky	1 Legislator + 3 TACS Group members

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11/11/17	Truxton Community Members	Truxton Gala Celebration	TACS Building, Truxton, NY	Positive support for TACS	Confirmed community support for TACS	125 community members/families
12/16/17	Area families with children	Holiday Celebration	TACS Building, Truxton, NY	Positive support for TACS	Confirmed community support for TACS	30 families with children
3/17/18	Parents with young children	Phone calls to families who expressed interest in TACS	TACS Building Truxton, NY	Continued positive support for TACS	Confirmed community support for TACS	12 families with young children
4/9-4/20/18	Families with young children	Distributed TACS Interest Forms to Area Preschools & Day Care Centers	Community Preschools, Cortland and Homer, NY	Positive interest in TACS	Continue outreach efforts to area preschools	7-9 Preschool Directors
4/21/18	Local families and community residents	Information Booth + sold Chili and Baked Potatoes at Plow Day Celebration	United Methodist Church, East Homer, NY	Positive support for TACS	Continue Public Outreach	45 families
4/28/18	Families and community residents	TACS Information Table at Barn Dance	TACS Building Truxton, NY	Positive support for TACS	Continue Public Outreach	50 families

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5/12/18	Families and community residents	TACS Interest forms mailed to Cortland, Homer, and DeRuyter residents	Direct Mail Delivery to homes in Cortland, Homer, and DeRuyter	Input will be obtained in the next few weeks	Continue Public Outreach	1,427 Interest Forms mailed
5/16/18	Truxton Town Board Members	Meeting with Truxton Town Board Members to Update on TACS's LOI and Proposal	Truxton Town Hall, Truxton, NY	Continued Town Board Support	Continue to update Town Board on TACS progress	6 Town Board Members + 1 Legislator
5/28/18	Families and residents in the Truxton area	TACS Interest Forms distributed with TACS's Memorial Day Parade float	Truxton, NY	Positive participation, confirmed community interest in TACS	Continue public community outreach	40-50 families
6/5/18	Community members + families in Cortland County	TACS Interest Forms distributed with TACS's banner + families marching in parade	Dairy Parade Cortland, NY	Positive support and feedback	Continue public community outreach	200 Community Residents + Families
6/9/18	Families and residents in the East Homer, Cortland and Truxton area	TACS fliers and Interest Forms distributed at TACS information table	Open House at Trinity Valley Dairy & Bakery, East Homer, NY	Parents confirmed interest in TACS by completing Interest Forms	Continue public community outreach	40+ families

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6/12/18	Families and community residents	TACS Interest forms mailed to Truxton residents	Direct Mail Delivery to homes in Truxton	Input will be obtained in the next few weeks	Continue Public Outreach	500 Interest Forms mailed

Truxton Academy Charter School (TACS) Board of Trustee meetings are held at the TACS Building (formerly Hartnett School) at 7 p.m. on the first Monday of each month. If a holiday falls on that date, meetings are usually postponed to the following Monday evening. The meetings are advertised and open to the public. Several community members and guests from neighboring communities have attended over the past 3 years.

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R-03(F) WITHDRAWN, REJECTED AND CONCURRENT PROPOSALS

The TACS team has worked on this proposal for a number of years and has previously submitted less mature iterations to both New York State authorizers. Letters of intent were submitted in June 2014 and in February 2015 to NYSED but were declined citing the need for better outreach to ELL students and more support for our community outreach efforts.

In 2016, the TACS founders submitted a letter of intent and full proposal to the SUNY Charter Schools Institute, ultimately withdrawing to focus on strengthening the academic model and operations components. Upon review of the Institute's feedback, and realizing sustained community support, the TACS team utilized the additional time for reflection to dive deeper into curricular components, visits to additional schools to observe some of our key design elements implemented on a firsthand basis, and fine tune the proposed leadership structure.

In 2017, TACS submitted a letter of intent and full application to NYSED. Our application was recommended by the NYSED Charter School Office for approval to the Board of Regents in November, 2017. However, the Board of Regents denied authorization due to opposition from neighboring school district superintendents and the New York State Teachers' Union.

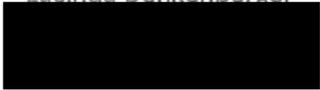
Please see the attached letter of justification from the Institute, as well as the NYSED recommendation report that supported our most recent submission, in Response 3G.



September 7,, 2016

VIA ELECTRONIC MAIL

Lucinda Denkenberger



Re: Proposal to Establish Truxton Academy Charter School

Dear Ms. Denkenberger:

Thank you for the significant time and effort that you and your planning team devoted to the proposal to establish Truxton Academy Charter School. The SUNY Charter Schools Institute (the "Institute") recognizes that this is a challenging endeavor and commends you for the work that you and your team put into developing the proposal.

As you know, after an in-depth review by Institute staff and several external consultants, the Institute determined that the proposal was significantly underdeveloped, which prevented us from moving it forward in our review process. Further detail regarding the rationale for the Institute's decision follows.

The Institute's intent in providing this information is to communicate some, but not all, of its concerns generated during the review process. Ongoing experience approving, monitoring, and ultimately evaluating schools for charter renewal continues to inform our understanding of what it takes to open and run a successful charter school. This experience provides an increasingly critical lens through which we evaluate new proposals. While the school design and content of your proposal is ultimately up to you, it still must meet SUNY standards and demonstrate a strong likelihood of achieving a high level of student performance such that the school is likely to earn renewal at the expiration of the charter term.

The following list of concerns noted by the Institute staff and external reviewers is not exhaustive, but captures examples of some of the most pertinent shortcomings identified during the review process. The proposal falls significantly short of meeting the Institute's rigorous standards for approval, and should you choose to submit a new application at a later time, you should not assume that modifying only the discreet elements referenced in this letter would remedy the proposal as a whole.

School Model

- The proposal asserted that staff at various universities would be members of the

To Learn
To Search
To Serve



instructional leadership team, but did not describe their specific roles, any required qualifications, selection process, a description of their contribution, or whether or not they would be compensated.

- The proposal stated that local experts would provide professional development in STEM, Project WILD, Project-Based Learning, Agriculture in the Classroom, and gifted and talented programs, but did not discuss how school leaders would identify the individuals; the experts' desired qualifications, a selection process, how the curriculum would be developed, or how the school would ensure that appropriate and high quality training would be delivered. The budget does not appear to allocate funds for remunerating the experts, leading reviewers to question the degree of control the school will have over these factors and the long term reliability of this plan.
- Applicants envisioned a range of partnerships with local community members, farmers, and universities, but did not go into depth about the structures of the partnerships or how they would ensure the activities academically rigorous and relevant. Given the prominent role of the partnerships in school activities, reviewers sought greater detail about the associated logistics; for example which staff members would manage the partnerships, how students would be transported to sites, and estimated costs.
- Applicants indicated that certain aspects of the school design would be modeled on other schools, such as Syracuse Academy of Science Charter School and Hopkins Public Schools, but did not provide any evidence of agreements with the schools, discuss any of the operational aspects of replicating those programs, or include any examples of resources or curricula from the programs.
- The descriptions of the Extended Day and Summer Learning opportunities were extremely vague and seemed to include academic intervention as a secondary element, leading reviewers to question which students would have access to these programs and how those students who do not have access would otherwise benefit from similar programming. The discussion of planning and implementation of these programs seemed insufficient to launch in the school's first year of operation.
- The proposal inconsistently presented Spanish language instruction, referring to it as an immersion model, but then describing the ratio of English to Spanish instruction as 90/10. Much of the information about Truxton's Spanish program was copied directly from Hopkins Public Schools' materials, including references to alignment to Hopkins' content standards. The applicants did not demonstrate efforts to customize these materials for the proposed school. For example, teachers' Spanish language qualification requirements were ambiguous, there was no process or role identified for incorporating Spanish into other parts of the curriculum, and Spanish appeared to be integrated into the ELA block on the master schedule.

Organizational Capacity

- Plans for recruiting, vetting, and evaluating candidates for the school leader position seemed insufficient to meet the position requirements. Although the head of school was identified as the instructional leader, responsibilities seemed to extend far beyond instructional leadership, including all aspects of operational oversight.

- The school would open with grades K-4, but the proposal did not discuss the challenges of recruiting students for later grades. Similarly, the school's grade range would be K-6, but 50% of the local districts start middle school at sixth grade, suggesting that student retention in this grade could be challenging.
- The school would use parents and volunteers to run activities on Friday afternoons, but the proposal provided no plans for identifying, vetting, or training the volunteers, or any assurance that this plan would be sustainable and reliable.
- The timeline for curriculum development and selection indicated that applicants planned to hire a school design advisor in March 2017, but the proposal does not otherwise discuss this role, and does not include a job description, required qualifications, or the expected deliverables.
- The discipline section was under-developed. For example, it did not identify which student behaviors would require discipline, or who would be responsible for implementing the discipline program.
- The proposal did not adequately address strategies for the recruitment and retention of target populations, including students with disabilities, English language learners, and economically disadvantaged students, and presented insufficient evidence of student demand.

The Institute truly recognizes and appreciates the effort that went into the development of the proposal to establish Truxton Academy Charter School and we hope that this information provides you with a better understanding of SUNY's requirements and expectations. If you have any questions regarding the review process, please do not hesitate to contact Heather Wendling, Director for New Charters, at [REDACTED]

Sincerely,



Susan Miller Carello
Executive Director



New York State Education Department Charter School Office

Charter School Application
Summary, Findings and Recommendation

**Application in response to the
New York State Education Department 2017 Round 2 Request
for Proposals to Establish Charter Schools Authorized by the
Board of Regents to establish the proposed:**

TRUXTON ACADEMY CHARTER SCHOOL

November 2017

Table 1: Summary of the Proposed School

Name of Charter School	Truxton Academy Charter School
Lead Applicant(s)	Lucinda Denkenberger
District of Location	Homer Central School District
Opening Date	August 2018
Projected Charter Term	August 27, 2018 through June 20, 2023
Management Company	None
Partners	The Truxton Alumni and Community Supporters, Inc.,
Facility	Private Space: 6337 Academy Street, Truxton, NY 13158
Projected Grade Span/Enrollment during Initial Charter Term	Year 1 (SY 2018-19): K-4 / 80 Year 2 (SY 2019-20): K-5 / 111 Year 3 (SY 2020-21): K-6 / 136 Year 4 (SY 2020-21): K-6 / 137 Year 5 (SY 2021-22): K-6 / 140
Planned Grade Span (beyond Initial Charter Term)	NA
Mission Statement	<i>Truxton Academy Charter School (TACS) will cultivate an enthusiasm for learning through a project-based curriculum that celebrates our rural life, environmental stewardship, and agricultural heritage. Integrating real world, student-centered learning, we will plant a strong foundation for future academic success.</i>

The Truxton Academy Charter School (TACS) will be located in Truxton, New York, a small rural town surrounded by farms and forest lands. Families, community members, and local business owners have expressed a need for a better education that is local, affordable, and unique, to better the future of the children and the rural community.

The Truxton Academy Charter School’s educational philosophy is a combination of Essentialism, Experiential Education, and Constructivism which informs the school’s educational plan. Essentialism is the traditional approach in which children learn basic content and practice reading, writing, math, science, and social studies skills. Essentialism supports TACS’s core knowledge curriculum with high academic and assessment standards. Experiential Education combines active learning with concrete hands-on experiences and reflection. Constructivism places the responsibility for learning

on students with the teacher facilitating the learning process by guiding students to become effective critical thinkers. Experiential Education and Constructivism support the inclusion of Project-Based Learning, STEM, and the Rural Life Lab in TACS's approach to teaching and learning.

Students will be actively engaged in meaningful hands-on projects where they will apply new knowledge and approach learning with excitement. Students will develop a sense of inquiry and self-confidence that promotes high academic achievement and lifelong learning, incorporating positive aspects of other successful charter school models. TACS will construct a STEM focused project-based curriculum and innovative Rural Life Lab in partnership with the local agricultural community. In addition, a Second Language Immersion program will be introduced starting at the kindergarten level with support from the Hopkins School District in Minnesota.

Key Design Elements

The key design elements for Truxton Academy Charter School are:

- **Project-Based Learning**
Truxton Academy Charter School (TACS) will implement Project-Based Learning (PBL) in all areas of the curriculum as a means to increase opportunities for research, to improve scholar engagement and retention of classroom material, and to develop critical thinking, problem solving, collaboration, and self-management skills. TACS plans to pair each classroom with a local agri-business where students will be engaged in well-designed, integrated projects using innovative teaching and learning methods to expand and reinforce student knowledge in all subjects. TACS will provide multiple opportunities for students at all grade levels to engage in creative, innovative solutions to real-world challenges. TACS's Rural Life Lab with real farm animals and monthly field trips and projects with local agriculture businesses will ensure both rigorous and engaging instruction.
- **STEM with an Agricultural and Environmental Focus**
TACS will use Science, Technology, Engineering and Math (STEM) to emphasize creative thinking and problem-solving in an engaging, collaborative team setting. TACS will integrate STEM into agricultural and environmental instruction using an interdisciplinary, differentiated approach while expanding learning opportunities.

With Syracuse University and SUNY ESF support, teachers will creatively design units that utilize the forests and habitats surrounding the school to actively engage student inquiry, research, and exploration in the completion of meaningful projects. TACS will create a school culture where students respect and appreciate the rural environment as well as implement conservation, recycling, stewardship, and sustainability.

Over the charter school term, TACS students, staff, and community will build a Rural Life Lab to care for the school's animals, plants and environment. The Rural Life Lab draws on the success of the Walton Rural Life Learning Center, a successful charter school in Walton, Kansas, that integrates agricultural, PBL activities into their

curriculum. “Farm to Table” projects may include student-grown food for TACS’s school lunch program.

- **Spanish Elementary Curriculum**

TACS will introduce a Spanish language curriculum (in kindergarten and second grade in the first year and expanded to all grades the following year) based on a successful elementary Spanish immersion program created by the Hopkins School District in Hopkins, Minnesota. The program focuses on both language proficiency and cultural knowledge. All teachers will be required to assist in Spanish lessons and model consistency by expanding students’ Spanish vocabulary throughout the school day. The Spanish language program is a particular key design element that will attract and benefit local Spanish-speaking families as well as English-speaking families.

- **School Family Culture**

TACS will promote a safe, positive, respectful culture for students, staff and families to plant a strong foundation for future academic success and provide a culture in which students feel physically and emotionally safe and can participate in decision-making. Student achievement in all areas will be acknowledged and celebrated. The proposed school will have open communications with parents to inform them of their child’s progress as well as monthly community events and programs to enhance the education and lives of students and their families. Conscious Discipline, a comprehensive classroom management program, is a key design element upon which TACS will establish an atmosphere of excellence for all students. Teachers, staff and students will learn and practice using skills such as Composure, Assertiveness, Encouragement, Choices, Empathy, Positive Intent, and Consequences to manage emotions, to see the best in others, to set limits respectfully, to build self-esteem, and to learn from mistakes. The Research, Evaluation, and Development (R/E/D) Group affiliated with Syracuse University in cooperation with the TACS Board of Trustees will anonymously survey students, parents, and faculty/staff to ensure that the school environment is safe and conducive to learning.

Education Plan

TACS has chosen the Core Knowledge Curriculum Series™ (CKCS), a curricular framework aligned with the New York State Learning Standards builds a common language, closes gaps, and establishes academic competence to achieve the TACS mission of planting a strong foundation for future academic success. This framework will be used to guide the instructional program in the core academic areas.

ELA: TACS will use the CKCS K-5 Language Arts Program to ensure a strong, sequential ELA design that encompasses literacy strands, incorporates instructional technology in the classroom, supports special learning needs within the units of study, and includes multicultural content focused on mutual respect and understanding. (Lower elementary

students will have a 90-minute block of ELA and Spanish language every morning, as well as 40-minute block of ELA – Oral Language/Writing every Tuesday and Thursday. Upper elementary students will have a 90-minute block of ELA and Spanish every morning, as well as 40-minute block of ELA Writing Lab every Tuesday and Thursday).

Math: CKCS Math will provide a framework to insure consistency, pacing, reinforcement, and assessment of the students' math skills as well as accommodations for special needs students. TACS will use the FastBridge Math Assessment a minimum of three times a year to track individual competency and progress. Instructional strategies provided by STEM resources such as Project Lead the Way (PLTW) will provide opportunities to investigate, discover, and explore hands-on, relevant math skills and successfully apply acquired skills to new situations. (Both the lower and upper elementary students will have a 50-minute math class every morning, followed by a 40-minute applied math and STEM lesson on Mondays, Wednesdays, and Fridays).

Science: TACS will utilize the Next Generation Science Standards (NGSS) and the CKCS Science Curriculum as a framework for providing meaningful concepts and real-world challenges for students to discover, explore, and question through units of study. Related project-based activities will engage students in building understanding of scientific principles and hone their ability to share observations and conclusions with peers and propose additional theories and possibilities. Multi-disciplinary projects will address the key design element of STEM with an Agricultural and Environmental focus. TACS teachers will incorporate Project Lead the Way (PLTW) as part of their STEM framework to expand the units of study choices in science, technology, engineering and math needed to succeed in our global economy. The Project WILD program will provide opportunities for science enrichment and exploration in a rural setting. The Food, Land and People (FLP) curriculum resources will assist students in selecting and growing appropriate vegetables to cultivate in conjunction with our Rural Life Lab activities. (Both the lower and upper elementary students will have a 45-minute Science/Rural Life Lab/Environmental Education class every day).

TACS's will utilize a variety of instructional strategies including small and large group instruction, place-based experiential learning, hands-on project-based learning activities, center-based learning, integration of appropriate reading and writing workshops with specific literacy instruction, and cooperative multi-level participation. In addition to the frequent role of the teacher as "a guide on the side," a large portion of the curriculum drives the need for academic mastery in all areas of instruction to successfully accomplish carefully designed authentic learning.

School Culture

TACS will promote a safe, positive, respectful culture for students, staff and families to plant a strong foundation for future academic success and provide a culture in which students feel physically and emotionally safe and can participate in decision-making. Student achievement in all areas will be acknowledged and celebrated. The proposed school will have open communications with parents to inform them of their child's progress as well as monthly community events and programs to enhance the education

and lives of students and their families. The Research, Evaluation, and Development (R/E/D) Group affiliated with Syracuse University in cooperation with the TACS Board of Trustees will anonymously survey students, parents, and faculty/staff to ensure that the school environment is safe and conducive to learning.

TACS will cultivate a helpful, supportive environment welcoming of all families and community members. Open communication is essential, and parents will be well-informed of their child's progress as well as monthly community events and programs to enhance the education and lives of students and their families. Events will include Potluck Suppers, Open Houses, Student Concerts, Student Celebrations, Art Shows, and Farm Field Trips. Programs will include families constructing and maintaining the school's Rural Life Lab (e.g., a greenhouse, garden, chicken coop, and animal barn). Parents and community members will be encouraged to volunteer in classrooms, on field trips, in the library and cafeteria, and in the Extended Day program.

Conscious Discipline, a comprehensive classroom management program, is a key design element upon which TACS will establish an atmosphere of excellence for all students. Teachers, staff and students will learn and practice using skills such as Composure, Assertiveness, Encouragement, Choices, Empathy, Positive Intent, and Consequences to manage emotions, to see the best in others, to set limits respectfully, to build self-esteem, and to learn from mistakes. Relatedly, TACS will integrate character development into the social studies curriculum. Children and staff will focus on one positive character trait (e.g., honesty, respect, kindness, self-control, responsibility) per month. Teachers and staff members will encourage, reinforce and celebrate positive behavior and character traits throughout the school year. Upper elementary students will be expected to model positive character traits and develop leadership skills demonstrated as they partner with their younger "study buddies" in reading, field trips, and service projects.

Special Populations and Related Services

TACS will employ a NYS certified Special Education Coordinator/Teacher, a NYS certified ELL teacher, and a Special Education Teaching Assistant who together form the Student Support Team (SST). The SST will support and deliver instruction (co-teaching) with the classroom teacher.

English Language Learners: TACS is committed to attracting, recruiting, and meeting the needs of currently underserved English Language Learners whose parents work on farms in the rural agricultural area Truxton. Prior to the school year, the ELL teacher will personally visit families. TACS will follow the New York State Education Department's steps to identify and support English Language Learners which begins with the Home Language Survey will be given to all newly enrolled students. If, after an informal interview with the student and his/her parents, the ELL teacher verifies that the student may be a potential ELL student, TACS will administer the New York State Identification Test for English Language Learners (NYSITELL). Any student who scores below the designated proficiency level will be considered an English Language Learner (ELL) and eligible for services. With TACS's language immersion approach, all ELLs will learn in the same classrooms as English-speaking children and may receive "push-in" English instruction

and be paired with English-speaking students in the classroom. TACS's Key Design Elements of Project-Based Learning and STEM instruction will aid ELL students in acquiring vocabulary. Each year, after ELLs have been identified, parents will be invited to meet with teachers with the goal of helping all students become proficient English readers, writers, speakers, and listeners. The School's exit criteria for ELL students will be based on the student's progress measured annually by the New York State English as a Second Language Achievement Test (NYSESLAT). Evaluation of the ELL program will take place annually with an analysis of the ELL students' growth toward benchmarks to English proficiency.

Students with Disabilities: The Special Education Coordinator/Teacher will oversee the special education program and ensure compliance with New York State regulations, Charter School law, Child Find, Section 504 and IDEA. He/she will manage and review the referral process, ensure that mandated services are provided, and submit annual reports in compliance with 34 CFR §300.750. TACS will meet the needs of students with special needs by providing Integrated Co-Teaching Services, Accommodations and Modifications, Progress Monitoring, and Social and Behavioral Supports. The classroom teacher, the Special Education Coordinator/Teacher and the Special Education Teaching Assistant will have one common planning period together daily for planning, assessing, monitoring progress, and tracking goals. Student Support Team meetings will be scheduled weekly for K-2 and 3-6 teachers to review data, monitor progress, and determine appropriate instruction and intervention for all students.

Upon new student enrollment, the Special Education Coordinator/Teacher will contact the student's home district to request student records and determine if the student has previously been identified as a student with a disability. TACS will evaluate those records to determine if mandated services are required. TACS will work closely with the home school district CSE and the student's family to ensure the school meets the student's needs. The Special Education Coordinator will ensure parent involvement throughout the entire process.

Economically Disadvantaged Students: TACS understands that a student at-risk of academic failure is in need of quality instruction and intervention strategies immediately. Early intervention at the K and 1st grade levels and early intervention in the school year at all grade levels is important for long-term academic success. TACS's Response to Intervention Program (RTI) is designed to identify and assess at-risk students before serious failure occurs, and provide interventions to help them achieve academic success. At any time, a parent/guardian may refer their child for a special education evaluation to determine if the student qualifies for special education services. Students who have not been so identified will be monitored through the RTI system. During RTI Team meetings, teachers will work together to assess student progress and the effectiveness of planned interventions. If students who are receiving Response to Intervention (RTI) support continue to perform significantly below grade level, the Special Education Coordinator/Teacher may make a referral to the home district's Committee on Special Education (CSE). If a disability is determined, TACS will work closely with the CSE and the student's family to determine the best course of action, and implement the IEP accordingly.

Students who do not qualify for Special Education Services but still have a disability that affects their access to the instructional program may be eligible for a 504 plan under Section 504 of the Rehabilitation Act, which requires that a school provide a free and appropriate public education (FAPE) to qualified students who have a physical or mental impairment that substantially limits one or more major life activities. Students who qualify under Section 504 will receive accommodations and modifications. Once the disability is documented, a 504 plan will be developed. The teacher, parent, and Special Education Teacher/Coordinator will be involved in the development of the plan. The plan will be reviewed and amended as often as necessary, at least annually.

Recruitment and Retention

English Language Learners: TACS will employ a bilingual ELL teacher who will visit the farms where primarily Spanish-speaking families live to get acquainted with them and invite them to enroll in their children in the charter school. The ELL teacher will share the Prospective Student Enrollment Form and School Information Brochures, which have been translated and available at public recruitment events and on our website. If approved, TACS will secure Spanish translation services to assist parents at Open Houses and enrollment events. TACS will seek to hire bilingual teachers. To retain students, TACS staff will integrate and celebrate cultural traditions of ELL families throughout our community, encourage native language use at home, communicate with families in their home language, provide a translator for parent-teacher conferences and school events, and encourage parents to volunteer at school.

Students with Disabilities: TACS staff will work closely with all preschools, day care centers and agencies serving children with special needs and their families, including the Cortland County Health Department, the Physically Handicapped Children's Programs, the Coordinated Children's Services Initiative (CCSI), and the Franziska Racker Centers for Children with Disabilities. Program administrators, social workers, special education teachers, parents, and students will be invited to learn more about the charter school. TACS will host Open Houses and Information Nights. Recruitment brochures will specifically mention the school's special education program. TACS also intends to implement the following retention strategies offered by the National Alliance for Public Charter Schools: 1) adopt key instructional strategies to support all students; 2) identify strategic partnerships and coalitions; 3) hire intentionally and well; and 4) track, analyze, and report data. TACS will maintain a culture of high expectations for all students and convey the message that all students are welcome and expected to succeed. The school's Response to Intervention (RTI) program will focus on early literacy, quality instruction, targeted interventions, and progress monitoring to benefit all students. TACS intends to hire skilled teachers who understand special education law and how to accommodate individual student's needs.

Economically Disadvantaged: TACS is located in rural central New York where regionally 55% of area families are economically disadvantaged and their children qualify for the FRPL program. TACS will distribute recruitment brochures to local food pantries, agencies that serve low income families, and low-income housing developments. TACS will incorporate flexibility to help students reach success and lessen the stress often found

in families living in poverty by developing a close, supportive School Family among students, parents, staff, and other family members through regular communication and events. Monthly Potluck Suppers or Spaghetti Dinners will be hosted to build a strong sense of school community and provide an easy way for families to eat out. Teachers and staff will respectfully communicate and partner with parents, and continuously monitor and measure parents' perceptions of TACS programs and their child's academic and social/emotional progress. When parents can't go to school for Parent Teacher Conferences, teachers will offer to meet in their homes. The school's leadership team will collaborate with classroom teachers to provide struggling students with intensive Response to Intervention (RTI) to close achievement gaps. TACS teachers will be important liaisons to help identify needs that may place a child at risk, academically or socially. These needs will be addressed in a timely manner utilizing school and community resources. A staffing pattern and community volunteers will contribute to a low student-to-teacher ratio to give students a resource-rich environment and time and attention to reach mastery of reading and math skills.

Community Outreach

Starting in 2014, but continuing to the present, the applicant group has met with parents, community members, neighboring school district administrators and school boards, legislators, local businesses, colleges, other charter schools; conducted surveys; developed brochures and information pieces; distributed information through direct mailings; held open houses; conducted personal house-to house visits; maintained a website and social media presence; implemented traditional public awareness campaigns; and set up informational booths at community events. The community has a standing invitation to attend the applicant group's meetings held on the first Monday of each month. Through extensive inquiry and interaction with area families, the desire to expand the educational options in this area of New York has grown. Families in Truxton have expressed dissatisfaction with the local school district relative to low academic performance, long bus rides for young students, and failure to listen to the needs of rural families which has resulted in an increase of families choosing to relocate their families to another district, home school their children, or send their children to private school.

If approved, TACS will be the only educational setting in the area to offer: 1) year-long Project-Based Learning partnerships and projects with area farms and community businesses; 2) STEM with an agricultural and environmental focus, including a Rural Life Lab with farm life on school grounds; 3) a Spanish language elementary curriculum beginning in kindergarten; 4) Conscious Discipline with professional development for teachers and workshops for parents; and 5) an Academic Advisory Panel with area colleges and faculty members contributing to professional development, curriculum, and evaluation.

Facility

The Truxton Alumni & Community Supporters, Inc., a non-profit corporation and partner organization, purchased the former Hartnett Elementary School building located at 6337

Academy Street in January 2016. The Truxton Academy Board of Trustees plans to lease (with an option to buy) this facility from its non-profit partner in the future.

Technical Modification

For applicant groups recommended to the Board of Regents for authorization, NYSED may require that applicant groups make technical modifications to their applications following the Capacity Interviews. Such requests are made to technically align the information contained in the Full Application with the NYSED initial charter agreement template and/or comply with relevant laws and regulations. Other than modifications of a technical nature as determined by the Department, applicants are not given the opportunity to substantially revise or augment their application once it has been submitted.

NYSED has determined that the applicant group is not required to make technical modifications to the TACS application.

During the start-up (or pre-opening) phase of the school, NYSED will work closely with the charter school's proposed board and school leaders to establish key policies and ready the school program and facility to serve students. This work is guided by the terms of the charter agreement and the Opening Procedures for New York State Charter Schools Authorized by the Board of Regents. New charter schools will be authorized to open for instruction only upon the issuance of a letter of Consent to Commence Instruction issued by NYSED.

Projected Fiscal and Programmatic Impact on District of Location

The applicant group expects to enroll students primarily from the school district of location and a neighboring school district, and provides an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in the Homer Central School District, and Cortland Central School District projecting that the fiscal impact of the Truxton Academy Charter School on both districts to be nominal. In Table 2, the applicant group presents its analysis of the potential financial impact. Using the approved 2017-2018 annual budgets for both districts, the analysis assumes no growth in the charter tuition reimbursement rate and no growth in the district budgets over the initial charter term. The total financial impact is projected to be less than 3%. If 50 students from the Homer CSD (total district enrollment is 1,919) choose the proposed charter school, this will represent 2.6% of the total enrollment at a cost of \$644,290 to the Homer CSD, or 1.58% of the total budget. This does not include potential State Transitional Aid that the Homer CSD will receive. If 20 students in the Cortland CSD (total district enrollment is 2,504) choose to enroll the proposed school, this would represent 0.7% of the total district enrollment at a cost of \$238,590 to the Cortland CSD, or 0.48% of the total budget. The fiscal impact on the other public and non-public schools will likely be 1% or less.

Table 2: Projected Fiscal Impact Upon District of Location, 2018-19 to 2021-22⁶⁴

Largest Enrollment District: Homer CSD							
Year	Number of Students Enrolled in Charter School Per Year⁶⁵	Charter School Basic Tuition Rate⁶⁶	Total Charter School Basic Tuition	Other District Revenue⁶⁷	Total Funding to Charter School	Total District General Fund Budget⁶⁸	Percent of District Budget
2018-19	50	\$12,092	\$604,600	\$39,690	\$644,290	\$40,884,142	1.58%
2019-20	70	\$12,092	\$846,440	\$48,791	\$895,231	\$40,884,142	2.19%
2020-21	82	\$12,092	\$991,544	\$56,058	\$1,047,602	\$40,884,142	2.56%
2021-22	82	\$12,092	\$991,544	\$60,130	\$1,051,674	\$40,884,142	2.57%
2022-23	83	\$12,092	\$1,003,636	\$61,026	\$1,064,662	\$40,884,142	2.60%

Second Enrollment District: Cortland CSD							
2018-19	20	\$11,142	\$222,840	\$15,750	\$238,590	\$49,576,887	.48%
2019-20	30	\$11,142	\$334,260	\$20,910	\$335,170	\$49,576,887	.68%
2020-21	40	\$11,142	\$445,680	\$27,095	\$472,775	\$49,576,887	.95%
2021-22	41	\$11,142	\$456,822	\$30,065	\$486,887	\$49,576,887	.98%
2022-23	42	\$11,142	\$467,964	\$31,031	\$498,995	\$49,576,887	1.00%

It should be noted that, given the nature of district-based per-pupil funding, the estimates made by the proposed charter school in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that:

- There will be no fluctuation in the grade levels served by existing charter schools over the course of the charter term;
- The charter school will be able to meet its projected maximum enrollment;
- All students will come from the district of location; and
- All students will attend every day for a 1.0 FTE.

The specifics of the school’s enrollment composition are still unavailable; however, the Department acknowledges that the programmatic and fiscal impact of the proposed

⁶⁴ In order to conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

⁶⁵ Source: Truxton Academy CS Application

⁶⁶ Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis

⁶⁷ Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g. transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that are likely to result from a reduction in the number of students attending district public schools as a result of students attending nonpublic schools located in the school district.

⁶⁸ Source: Homer Central School District 2017 Executive Budget

charter school on other public and private schools in the same area will also be influenced by the proportion of charter school enrollees that would have attended a same-district public or private school had it not been for the presence of this charter school.

Table 3: 2015-16 Demographic Detail for Proposed District of Location: Homer Central School District⁶⁹

	Total District Enrollment: 1,987	
All Students	1,987	
Economically Disadvantaged	821	41%
English Language Learners	9	0%
Students with Disabilities	247	12%

Table 4: 2016-17 Elementary/Middle School Academic Proficiency Rates on NYS Assessments Based on Grade Configurations for Proposed School⁷⁰

Assessments	Homer CSD Proficiency	NYS Proficiency
<i>ELA Grades 3-6 Aggregate</i>	27%	38%
<i>Math Grades 3-6 Aggregate</i>	34%	44%

Public Hearing and Public Comment

As required by the Charter Schools Act, the Homer Central School District conducted a public hearing on Tuesday, October 3, 2017 to solicit comments from the community concerning the proposed Truxton Academy Charter School. Ninety-two members of the community signed up to speak at the hearing, and eighty-six individuals commented at the hearing in which forty-one spoke in favor and forty-five spoke in opposition to the proposed charter school.

NYSED received petitions containing 130 signatures primarily from Homer who voiced opposition to the charter application. The Homer Teachers Association also submitted a petition, containing 167 signatures from its members who oppose the charter application. In addition to the petitions received in opposition of the application mentioned above, 21 individuals wrote letters in opposition to the proposed application.

⁶⁹ Source: Student Information Repository System (SIRS) 2015-16 Report 303 BEDS Day Enrollment Verification Report by Location of Enrollment & Student Subgroup

⁷⁰ Source: 2016-17 Report 102 Elementary/Middle-Level Accountability Data Verification Report

Of note, NYSED has received a plethora of emails and letters over the last 6 months from residents in the Truxton/Homer/Cortland/DeRuyter area, and some from beyond the immediate area both in favor and in opposition of this application. Seven-hundred-forty-six (746) individuals submitted letters in support of the proposed application. The Board of the Northeast Organic Dairy Producers Alliance (NODPA), which is the largest organic dairy farmer organization in the country with a membership of 830, submitted a letter of support for TACS. NYSED also received letters of support from the Center for Innovation in Education at SUNY Cortland, the Department of Science Teaching at Syracuse University, the SUNY College of Environmental Science and Forestry, Twin Oaks Dairy Farm (East Homer), and Trinity Valley Dairy Farm (Cortland).

Findings

Based on the comprehensive review of the application and of the applicant, founding group, and proposed board of trustees, the Department makes the following findings:

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.⁷¹ This finding is based on the following, among other things:
 - The applicant has included in the application the information required by Education Law §2851(2).
 - The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,⁷² of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a)(b)(i).
 - The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law § 2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.⁷³ This finding is based on the following, among other things:
 - i. The presentation in the application of a sound description of key features that are core to the school's overall design, and which rigorously addresses the criteria outlined in the Department's RFP in the areas of mission; key

⁷¹ Education Law §2852(2)(a).

⁷² Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

⁷³ Education Law §2852(2)(b).

- design elements; enrollment, recruitment and retention; and community to be served.
- ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
 - iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.
 - iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.
3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act⁷⁴ and will have a significant educational benefit to the students expected to attend the charter school.⁷⁵ This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

Recommendation

Based on the Department's review and findings, the New York State Education Department recommends that the New York State Board of Regents approve the proposal to establish the Truxton Academy Charter School to open in 2018 in Truxton, New York.

⁷⁴ Education Law §2852(2)(c).

⁷⁵ As applicable pursuant to Education Law §2852(2)(d).



New York State Education Department Charter School Office

Charter School Application
Summary, Findings and Recommendation

**Application in response to the
New York State Education Department 2017 Round 2 Request
for Proposals to Establish Charter Schools Authorized by the
Board of Regents to establish the proposed:**

Urban Dove Team Charter School II

November 2017

Table 1: Summary of the Proposed School

Name of Charter School	Urban Dove Team Charter School II
Existing Education Corp	Urban Dove Team Charter School
Lead Applicant(s)	Michael Grandis
District of Location	New York City CSD 12, 7, or 4 – The Bronx/Manhattan
Opening Date	2018
Projected Charter Term	July 2018-June 2023
Management Company	Urban Dove
Partners	N/A
Facility	Proposed Public space
Projected Grade Span/Enrollment during Initial Charter Term	Year 1 (SY 2018-19): Ungraded – high school overaged-under credited / 110 Year 2 (SY 2019-20): Ungraded – high school overaged-under credited / 205 Year 3 (SY 2020-21): Ungraded – high school overaged-under credited / 295 Year 4 (SY 2021-22): Ungraded – high school overaged-under credited / 305 Year 5 (SY 2022-23): Ungraded – high school overaged-under credited / 305
Planned Grade Span (beyond Initial Charter Term)⁷⁶	N/A

⁷⁶ The charter school will need to request a subsequent material charter revision in order to serve grade levels beyond those authorized during their initial charter term.

<p>Mission Statement</p>	<p><i>The mission of Urban Dove Team Charter School II is to energize at-risk students through a sports, health, and fitness program that focuses on developing teamwork, leadership, communication and self-confidence; to educate overage/under-credited students through a mastery-based, personalized instructional program that leads to a high school diploma, a foundation for higher education, and the job skills needed to enter the world of work; and to empower disconnected youth through individualized academic support, internships, and counseling so that they are prepared to be active, healthy, informed and independent world citizens.</i></p>
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Urban Dove Team Charter School II (UDTCS II) is a replication of Urban Dove Team Charter School, a transfer high school which opened in Bedford Stuyvesant, Brooklyn in 2012. The schools will share the same mission, key design elements, Core Values, and goals. The key focus areas are youth development, social and emotional health and targeted, individualized academic programs for all students.

Key Design Elements

The key design elements for UDTCS II are almost identical to those at UDTCS. They are specifically designed to reengage students in an inclusive environment and provide them with the necessary critical skills they need to be successful. The Key design elements for this school are as follows:

- **Sports Based Youth Development:** Based on research, the founders believe that addressing non-academic issues such as building self-confidence, building a sustained focus on tasks, and fostering engagement or interest in school and learning are key to addressing academic deficits that students may have. Engaging every student as part of a team can build these skills. Each student is assigned a coach to serve as a mentor and resource.
- **Support services:** The school will have a Student Support Service team comprised of three full time social workers, social work interns, a Dean, and a director to focus on the psychological and emotional needs of all students.
- **More time on task:** There will be an extended school day and school year along with an extended Saturday program for some students. 245 minutes of academic classes per week per subject with 825 minutes per week of Sports Based Youth Development are also built in to the model.

- Same-sex groupings: Based on research for the first two years, students move through their day on same-sex teams for both academic and sports classes.
- Multiple intelligences: Teachers create lessons based on Howard Garner’s theory of multiple intelligences.
- Differentiated instruction: Using data to inform instruction, teachers are able to create lessons to meet the specific needs of students or plan for intervention services.
- Targeted interventions: The Response to Intervention (RTI) plan uses data to support the foundational skills that are needed to succeed in more advance course work.

Education Plan

The education plan has been informed by research and successful practices at Transfer High Schools and Career and Technical Education (CTE) Schools across the country as well as UDTCS. Through a combination of a youth development framework and aspects of the Transfer School and CTE models, UDTCS II will prepare its students for success.

Entering cohorts of 110 students will be divided into five teams (three male and two female) of approximately 20 students each. They attend classes as a team and the program is designed so that students can graduate in three to four years.

The curriculum at UDTCS II will address the needs of all students including special populations through implementation of a variety of instructional strategies. All classes will be co-taught by one general education content area teacher and one generalist special education teacher. Through the Collaborative Team Teaching Model, teachers work together to develop the curriculum and to ensure that each task and unit is differentiated to meet the needs of students. Teachers will use the data from READ 180 and MATH 180 assessments to ensure materials are appropriate for all students, both struggling and high performing.

Teachers will create tasks with elements that appeal to visual, kinesthetic, and auditory learners, supporting the key design elements of differentiation and multiple intelligences. The workshop model will be the instructional strategy which will provide teachers with a flexible structure to create engaging lessons that have real world relevance for students. Literacy and numeracy will be infused throughout the curriculum and integrated with technology, to prepare students for college and careers.

School culture

The core values that will drive the culture and climate of the school are teamwork, leadership and communication. First year students will participate in “boot camp,” so they can learn the expectations both in and out of the classroom. They will participate in

team building exercises with their peers, coaches and teachers.

Once weekly, students will participate in community-building circles called “Team Time.” This is an opportunity for students to meet with their coach and social worker to discuss various topics, including conflicts within the school community.

Teachers and coaches at the school will work together to instill community values and work to support students at all academic levels and social emotional development stages.

The school-wide approach to behavior management and discipline will be from a restorative, therapeutic and modifications lens.

Special Populations and Related Services

UDTCS II is specifically designed to be a fully inclusive program serving all students, specifically those who are over-age and under-credited. The school is designed recognizing that their students come into the program with a variety of academic struggles rooted at both the skill level and with social-emotional challenges.

The founders believe that students will benefit from teaching others and learning from each other. They also believe in teamwork and students will be encouraged to support one another in their academic course work.

An integrated co-teaching model will be implemented. Each classroom will have two certified teachers; the first general education in a content area and the second in special education. Coupled with their task-based instructional model and ongoing assessment data teachers will be able to differentiate instruction to meet a range of student needs.

The school will implement a Response to Intervention (RTI) model, which the Special Education and English language learner (ELL) Coordinator will oversee. Social workers will be on staff to provide crisis and at-risk counseling to all students.

Recruitment and Retention

UDTCS II has created an enrollment and recruitment plan based on their experience at their first school, Urban Dove Team Charter School. The lessons learned from Urban Dove Team Charter School have informed the backfill policy to include the initial cohort of students.

As a transfer school, Urban Dove Team Charter School has attracted a large number of at-risk students. Over the past five years the school has met or exceeded the district of location. They plan to employ similar recruitment strategies such as working with school district guidance counselors, parent coordinators, social workers, ELL coordinators, special education committees, and administrators at schools where over-age under-credited youth are known to attend.

Outreach in the community will include working with community based organizations, tenant associations, community board and community councils on education to specifically target at risk students has proven successful. Open houses with school tours are also planned.

The founders acknowledge that retention of students is a daily effort. Coaches in the Sports Based Youth Development program have been a proactive source for retention at Urban Dove Team Charter School and that model will be implemented at the Bronx school as well.

Community Outreach

UDTCS II has targeted four stakeholder groups in their public outreach process:

1. Families with school-age children
2. Community members and residents
3. Elected officials
4. Potential partners

The founders and school staff from Urban Dove Team Charter School have engaged in public outreach with all stakeholder groups. Outreach activities have included public meetings, communication with parents, community leaders and elected officials, and social media.

Facility

UD Team II has notified and discussed co-location with the New York City Department of Education's Facility Team, and will take more concrete steps once a charter is awarded. In the event that the DOE has no co-location space available for us, an immediate request will be made for facility costs reimbursement in accordance with the New York Charter Schools Act.

Technical Modification

For applicant groups recommended to the Board of Regents for authorization, NYSED may require that applicant groups make technical modifications to their applications following the Capacity Interviews. Such requests are made to technically align the information contained in the Full Application with the NYSED initial charter agreement template and/or comply with relevant laws and regulations. Other than modifications of a technical nature as determined by the Department, applicants are not given the opportunity to substantially revise or augment their application once it has been submitted.

NYSED has determined that the applicant group is not required to make technical modifications to the UDTCS application.

During the start-up (or pre-opening) phase of the school, NYSED will work closely with the charter school’s proposed board and school leaders to establish key policies and ready the school program and facility to serve students. This work is guided by the terms of the charter agreement and the Opening Procedures for New York State Charter Schools Authorized by the Board of Regents. New charter schools will be authorized to open for instruction only upon the issuance of a letter of Consent to Commence Instruction issued by NYSED.

Projected Fiscal and Programmatic Impact on District of Location

The applicant group provided an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in New York City CSD 7 indicating that the fiscal impact of the Neighborhood Charter School: Bronx on the district of location is expected to be nominal as summarized in Table 2 below.

Table 2: Projected Fiscal Impact Upon District of Location, 2018-19 to 2022-23⁷⁷

Year	Number of Students Enrolled in Charter School Per Year ⁷⁸	Charter School Basic Tuition Rate ⁷⁹	Total Charter School Basic Tuition	Estimated District Special Education Payment ⁸⁰	Total District General Fund Budget ⁸¹	Percent of District Budget
2018-19	110	\$14,527	\$1,597,970	\$803,520	\$20,000,000,000	0.012%
2019-20	205	\$14,527	\$2,978,035	\$1,510,064	\$20,000,000,000	0.022%
2020-21	295	\$15,351	\$4,528,545	\$2,178,510	\$20,000,000,000	0.033%
2021-22	305	\$15,351	\$4,682,055	\$2,178,510	\$20,000,000,000	0.034%
2022-23	305	\$15,550	\$4,742,750	\$2,178,510	\$20,000,000,000	0.035%

It should be noted that, given the nature of district-based per-pupil funding, the estimates made by the proposed charter school in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that:

- There will be no fluctuation in the grade levels served by existing charter schools over the course of the charter term;

⁷⁷ In order to conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

⁷⁸ Source: UDTCS Application

⁷⁹ Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis

⁸⁰ Based on 2013-14 calculated special education classification rate for the district of location, as collected by NYSED Information and Report Services

⁸¹ Source: NYC 2016 Executive Budget

- The charter school will be able to meet its projected maximum enrollment;
- All students will come from the district of location; and
- All students will attend every day for a 1.0 FTE.

The specifics of the school’s enrollment composition are still unavailable; however, the Department acknowledges that the programmatic and fiscal impact of the proposed charter school on other public and private schools in the same area will also be influenced by the proportion of charter school enrollees that would have attended a same-district public or private school had it not been for the presence of this charter school.

**Table 3: 2015-16 Demographic Detail for Proposed District of Location:
Bronx: CSD 12⁸²**

	Total District Enrollment: 22,847	
All Students	22,847	
Economically Disadvantaged	20,328	89%
English Language Learners	4,361	19%
Students with Disabilities	5,401	24%

Public Hearing and Public Comment

As required by the Charter Schools Act, the New York City Department of Education conducted a public hearing on September 12, 2017 to solicit comments from the community concerning the proposed Urban Dove Team Charter School II. Nineteen members of the community were present, and ten community members spoke at the hearing. All ten members commented in favor of the school. No comments were made or received in opposition to the charter school.

Findings

Based on the comprehensive review of the application and of the applicant, founding group, and proposed board of trustees, the Department makes the following findings:

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.⁸³ This finding is based on the following, among other things:
 - The applicant has included in the application the information required by Education Law §2851(2).

⁸² Source: Student Information Repository System (SIRS) 2015-16 Report 303 BEDS Day Enrollment Verification Report by Location of Enrollment & Student Subgroup

⁸³ Education Law §2852(2)(a).

- The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,⁸⁴ of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a)(b)(i).
 - The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law § 2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.⁸⁵ This finding is based on the following, among other things:
- i. The presentation in the application of a sound description of key features that are core to the school's overall design, and which rigorously addresses the criteria outlined in the Department's RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.
 - ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
 - iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.
 - iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.
3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act⁸⁶ and will have a significant educational benefit to the students expected to attend the charter school.⁸⁷ This finding is based on the totality of the information presented in the

⁸⁴ Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

⁸⁵ Education Law §2852(2)(b).

⁸⁶ Education Law §2852(2)(c).

⁸⁷ As applicable pursuant to Education Law §2852(2)(d).

application and during the application review process, as summarized in this document.

Recommendation

Based on the Department's review and findings, the New York State Education Department recommends that the New York State Board of Regents approve the proposal to establish the Urban Dove Team Charter School II to open in 2018 in The Bronx, New York.

Additional Skills:

- clinical research investigator for drug studies
- training and supervision of nursing and clinical staff
- assisting with Mohs surgery and repairs

Professional Association:

American Academy of Physician Assistants
New York State Society of Physician Assistants
Society of Physician Dermatology Physician Assistants
NYS Society of Dermatology PAs
Regional PAs of Central New York

Professional Committees/Planning Teams/Civic duties:

Tompkins County Health Consortium Executive Board 11/2015 – current, appointed seat
Truxton Academy Charter School Budget Committee Chair 4/2015 to current
Truxton Town Recreation and Youth Committee 1/2016 - current
Truxton Town Board Councilperson 1/2015-1/2016 elected seat
Hartnett School Student Community Association 2013 to 2015
NY State Society of PAs Public Education Chair 2007 to current
Central New York Physician Assistant Association President 2014 – 2015
Regional Physicians Assistants of Central New York interim Vice President 2/2006- current
Regional Physicians Assistants of Central New York Treasurer 2/2006 - current
University Hospital Medical Alliance Chair of education committee 2006-7/2008
Univ. Hospital Medical Alliance executive committee 2006-5/2008
Univ. Hospital Sleep Apnea committee 2007-2008
Univ. Hospital Team to develop a telemedicine pretesting system for prisoners 2004-2006
Univ. Hospital Team to improve the current pretesting process 2005 and 2006
Nurse practitioner/physician assistant committee for continuing education 2002-12/2008
Nurse practitioner/physician assistant committee for credentialing and practice 2004-12/2008
PA student preceptor as needed

Continuing education:

I continue to review at least four journals a month covering general medicine to stay current.

Skin, Bones, Hearts and Private parts review 9/2015

NYSSPA State conference 9/10, 10/12, 9/13, 10/14

SCOPE review for Derm PAs conference 5/09

AAPA Constituent Organization Resource Exchange, Strengthening the Knowledge Base for Leadership 2/2009

Lectured on the current legislative issues to PAs and NPs 5/2008

University Hospital NPPA CME grand rounds every Third Thursday of the month 12/01-11/08

AAPA national conference 5/08

NYSSPA Fall Conf. 2007

AAPA national conference 5/07

AAPA national conference 5/06

New Jersey Family Practice Annual CME meeting 7/06

AAPA national conference 5/05

Board review 7/05

Univ. Hosp. Cancer Symposium 8/06 Cardiac valvular disease review course fall, 2003

Dermatology Coding Correspondence Course – Currently finishing

In the trenches of dermatology SDPA annual fall CME conference 11/13 – 15, 2003

attend Univ. Of Pennsylvania dermatology rounds regularly 1999-2001

reviewed several text in dermatology

attend Philadelphia Derm Soc. Lectures and meetings 1999 – 2001\

monthly review of Cutis, Skin and Aging, Journal of Dermatology

dermatology conferences attended include:

15th Combined Skin Pathology Course 8/7-12, 2000

Chicago Dermatology Review Course 8/3-7, 2000

8th Mohs Dermatological Conference 7/7-8/2000

Superficial Anatomy & Cutaneous Surgery Course 6/27 - 7/1/2000

Atlantic Dermatological Conference 5/5-7/2000

AAPA national conference 5/99

Lydia Aris

OBJECTIVE

1. To work as an associate or per diem veterinarian in a small animal hospital devoted to the compassionate care, well being, and health of patients.
2. To offer the veterinary hospital an opportunity to grow and improve from my past experiences, new ideas, and well-rounded perspective.

EDUCATION

University of Pennsylvania School of Veterinary Medicine

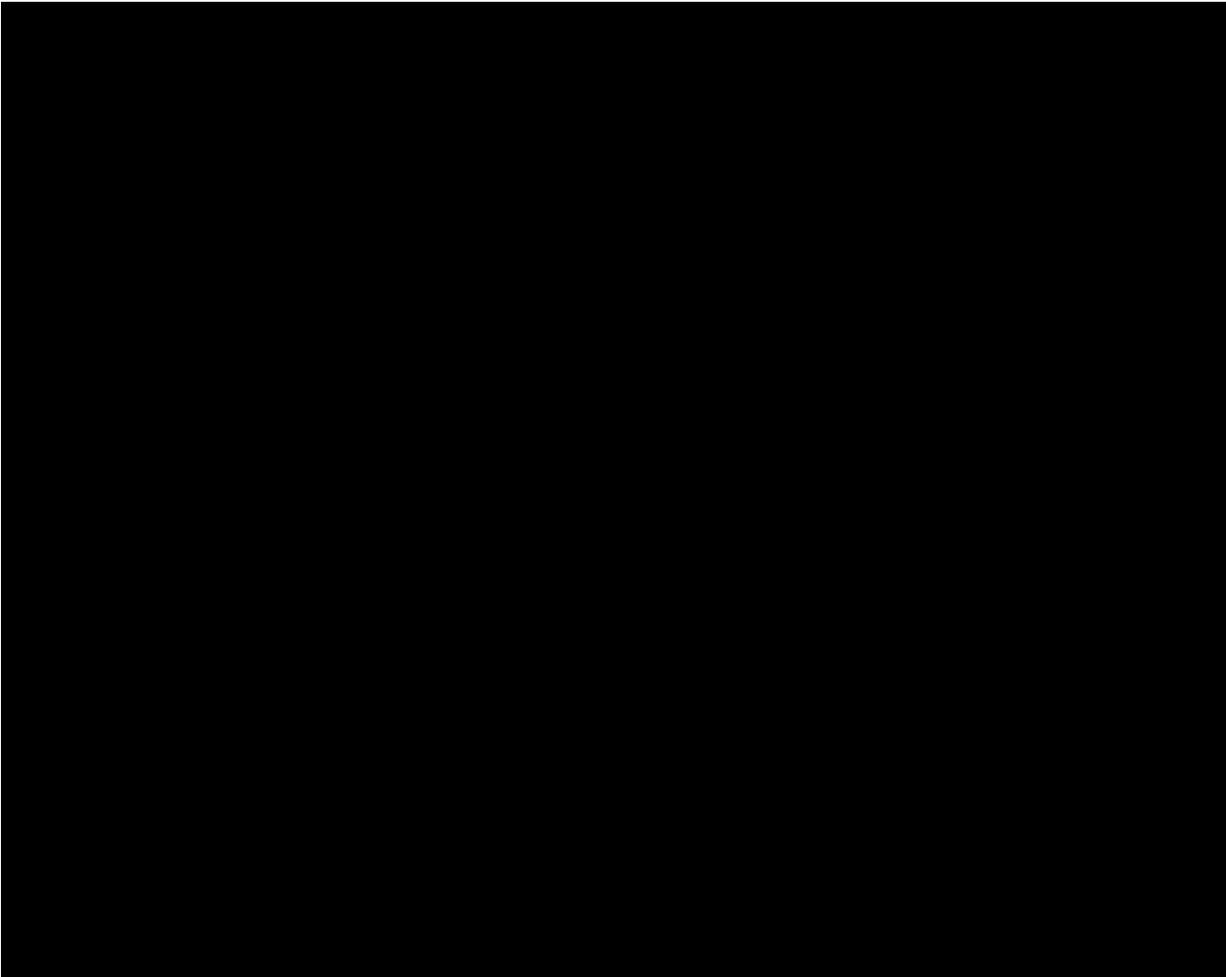
Major: Small and Large Animal

Veterinary Medical Degree: May 21st, 2001

SUNY College of Environmental Science and Forestry

Major: Wildlife Biology

Bachelor of Science Degree: May 24th, 1994



WORK RELATED EXPERIENCE

CNY Veterinary Medical Association

Treasurer/Executive Board Member

9/05 - present

Rabies Clinics

Participated in Rabies clinics in Cortland and Onondaga Counties

6/08 - present

SUNY Upstate Medical Center

I presented a zoonosis overview lecture for Physician Assistants, Nurse Practicioners, and Anesthesia residents.

5/2007

AVMA, NYSVMS, CNYVMA Membership

8/01 – present

References upon request.

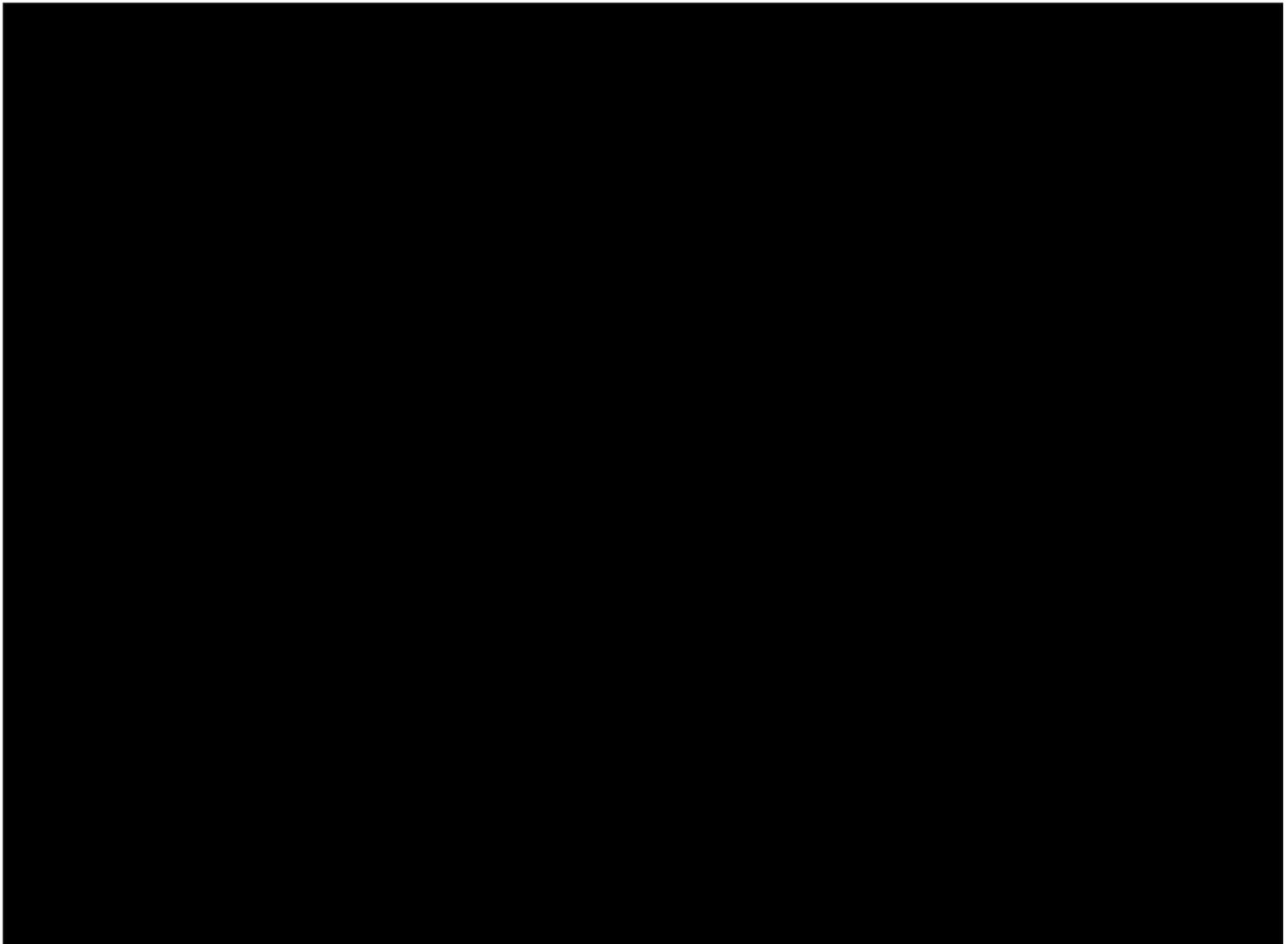
Patricia Henry Dawson

Marketing Coordinator

Energetic marketing professional with exemplary communications skills, bringing a unique blend of creativity and common sense to produce dynamic marketing ideas with cost effective, logistical execution. Energetic relationship builder with the ability to connect with individuals on all levels by engendering integrity, confidence and respect. An ethical and trustworthy professional with an understanding of the importance of community trust and pride. Relevant skills include:

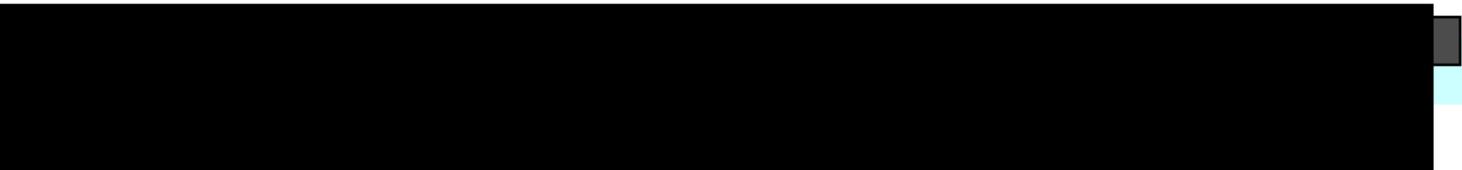
SALES & MARKETING INITIATIVES • STAFF TRAINING AND DEVELOPMENT • PROCESS IMPROVEMENTS • CREATIVE PROBLEM SOLVING • CUSTOMIZED PROMOTIONS

Highlights of Relevant Experience



Education

State University of New York College at New Paltz
Bachelor of Arts Degree, English Major (1995)

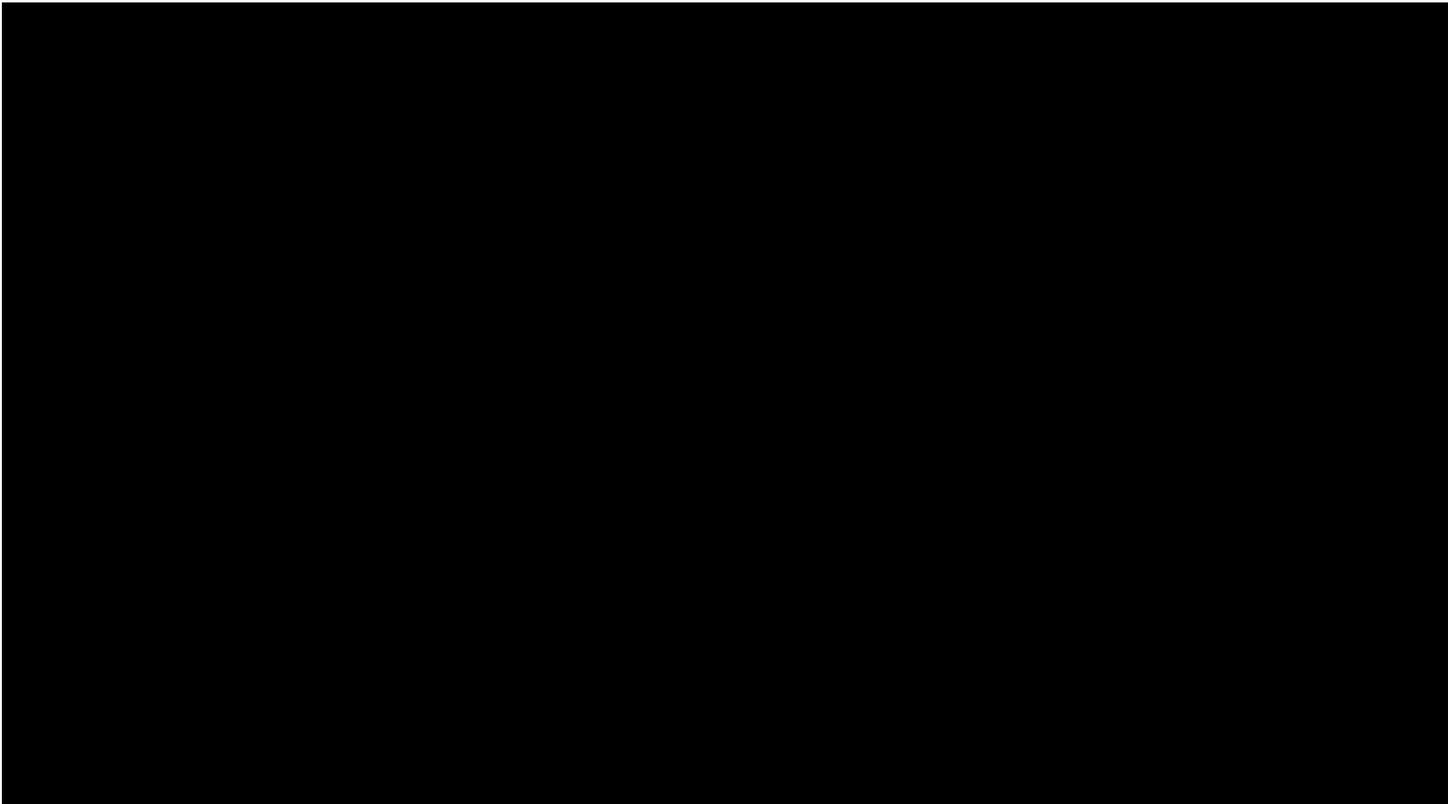


KAY J. REAKES



Objective

Motivated individual whose passion is working with people, seeks a position utilizing my problem solving and project management skills as a Truxton Academy Charter School Trustee



Education

Special Education Teaching Assistant Certificate
A.A.S. from Cazenovia College

Community Activities

Active community member in local churches, businesses and schools
History Heritage Club Co-Chair,
Member of Town Depot Restoration Project
Church Board Member
Sunday school Teacher
Girl Scout Leader
Red Cross Board Member
Cortland County Convention & Visitors Bureau

Hartnett Community Celebration

Saturday, June 13th

2 - 6 PM

Truxton Town Hall
(the old Truxton Depot)



Pig Vicious BBQ

☺ Donations are
Welcome

Sponsored by:
Truxton SCA

- ☺ Games for All
- ☺ Antique Fire Trucks
- ☺ Truxton & Cuyler Fire Trucks
- ☺ Smith Ambulance
- ☺ Farm Tractors & Equipment
- ☺ Horse Drawn Wagon Rides
- ☺ School Bus Safety
- ☺ Bounce House
- ☺ Charter School Display
- ☺ Farm Animals
- ☺ Dunk Tank
- ☺ NYS Police & DEC
- ☺ Obstacle Course
- ☺ Church Pie Wheel



Truxton Academy Charter School added a new photo.

Published by Patty Henry Dawson [?] · September 11, 2015 ·

Come join us at the 2015 Tully Community Fair
Saturday, September 12th
8:30am to 2:30pm

We will have a booth at the Fair and would love to see you there! **Bring the kids to march in the parade with us!** We have fun crafts and balloons, too!

Scheduled events:

- 8:30am: The "Moo" Run starts in front of the Library
The T.A.G. Garage Sale Opens (19 State Street)
- 9:00am: Fair Booths Open on the Elementary School
Lawn – Food, Arts & Crafts
- 10:00am: Parade Begins

If you would like to join us in the parade, parade line up begins at 9:30am. Assemble at the school parking lot between the high school & elementary school.

354 people reached

Boost Post



Truxton Academy Charter School

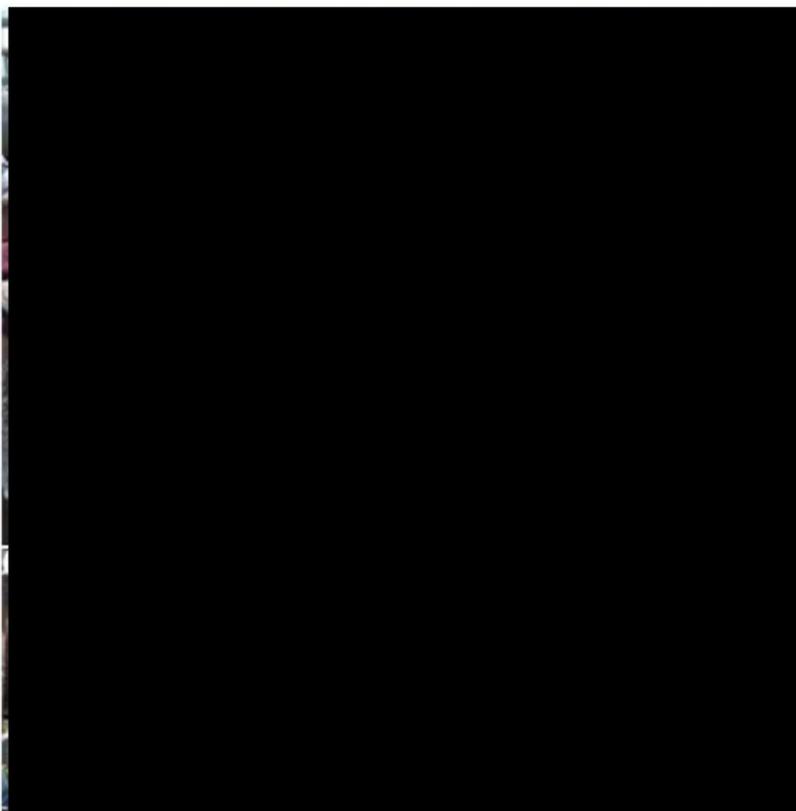
Published by Patty Henry Dawson [?] · September 24, 2015 · 🌐

Come see us this Sunday, September 27th at Harvestfest in Truxton! We will have a super fun "Cute Animal Photo Op" for your children. Let your child pick there favorite cutie - we'll take the picture and send a 5X7 print home with you. Photos will be taken from 11am to 1pm and are \$5.00. All proceeds will benefit Truxton Academy Charter School and the churches of Truxton. We hope to see your there!



Truxton Academy Charter School added 9 new photos to the album: Animal Fun @ Harvestfest 2015.

Published by Patty Henry Dawson [?] · September 28, 2015 · 🌐



179 people reached

Boost Post



Truxton Academy Charter School

truxtonacademycharterschool.org

Where Futures are Grown...

Board of Trustees:

Cindy Denkenberger
Jeanetta Laudermilk
Krysta Austen
John Tillotson
Korinne L'Hommedieu

Beth Klein
Stuart Young
Adam Aldrich
Elaine Sturges

Truxton Academy Charter School would be the first Agri-based, Rural Elementary Charter School in New York. It is important to our community to share with our younger generations the true value of rural living and its place in our future.

Charter Schools are public schools and are tuition-free, but charter schools have more flexibility than regular public schools. Charter schools have their own governing board of trustees to make decisions for their own school. Local decision-making keeps each charter school focused on building a strong community with values that will impact our children's education.

The focus for our new charter school is:

To bring Project Based Learning (PBL) back to the elementary classroom. Project Based Learning is a teaching method for students to gain knowledge and skill by investigating complex problems, questions, and challenges. Project Based Learning builds deeper knowledge, problem-solving abilities and higher-level thinking.

To use our rural location to enhance our student's education. Many elementary classrooms already use agriculture-related lessons. Our location, with agribusiness surrounding us, will be a primary component of our students' education. Science, Technology, Engineering, and Math (STEM) concepts will be emphasized in our curriculum.

Frequently Asked Questions:

What is a charter school?

A charter school is an independently run public school granted greater flexibility in its operations, in return for greater accountability for performance. The "charter" establishing each school is a performance contract detailing the school's mission, program, students served, performance goals, and methods of assessment.

What is the difference between charter schools and other public schools?

Charter schools are public schools of choice, meaning that families choose them for their children. They operate with freedom from some of the regulations that are imposed upon district schools. Charter schools are accountable for academic results and for upholding the promises made in their charters. They must demonstrate performance in the areas of academic achievement, financial management, and organizational stability.

Who authorizes charter schools?

This varies from state to state, depending on the state's charter law. In New York, there are three authorizers: the New York State Board of Regents, the State University of New York Board of Trustees, and local boards of education.

Who attends charter schools? Whom do they serve?

Nationwide, students in charter schools have similar demographic characteristics to students in the local public schools. In some states, charter schools serve significantly higher percentages of minority or low-income students than the traditional public schools. Charter schools accept students by random, public lottery.

How are charter schools funded?

As public schools, charter schools are tuition-free. They are funded according to enrollment levels and receive public funds on a per pupil basis. Charter schools are entitled to federal categorical funding for which their students are eligible, such as Title I and Special Education monies. Federal legislation provides grants to help charters to manage start-up costs.

Do teachers need to be certified to work at a charter school?

Certification requirements vary on a state-by-state basis. In New York, while the state does not require that 100% of teachers be certified at each charter school, the rules under the "No Child Left Behind" Law mean that teachers need to get their licenses with reasonable speed;



Here's what will set us apart:

- Project Based Learning with Science, Technology, Engineering and Math elements (STEM)
- Governing board of trustees making decisions for our school only - not the whole district
- Strong Community and Parental involvement in our childrens' educations

Agriculture has been brought into elementary classrooms across the country for many years with great success. Growing plants, hatching eggs, life cycles, just to name a few. These are lessons students become wrapped up in. Truxton community has the luxury of a rural community surrounded by agriculture which is ideal for using as a teaching resource. Working together between school, community and local agri-businesses we will use the resources around us to teach our kids how to become higher level thinkers and problem solvers who enjoy coming to school to learn.



Frequently Asked Questions

truxtonacademycharterschool.org

What is a charter school?

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Are charter schools all the same?

No. Charter schools can vary a great deal in their design and in their results. Uncommon Schools creates schools based on the principles and practices that have proven successful in producing significant academic gains at high-performing urban charter public schools across the country.

Who authorizes charter schools?

This varies from state to state, depending on the state's charter law. In New York, there are three authorizers: the New York State Board of Regents, the State University of New York Board of Trustees, and local boards of education.

Who can start a charter school?

Parents, community leaders, social entrepreneurs, businesses, teachers, school districts, and municipalities can submit a charter school proposal to their state's charter authorizing entity.

Who attends charter schools? Whom do they serve?

Nationwide, students in charter schools have similar demographic characteristics to students in the local public schools. In some states, charter schools serve significantly higher percentages of minority or low-income students than the traditional public schools. Charter schools accept students by random, public lottery.

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Where futures are grown.

Charter schools are exciting because they are public, and therefore tuition-free, yet have more flexibility in how they operate. Charter schools have their own governing board of trustees that makes decisions for that one school, and not for an entire school district.

This makes keeping what's best for that school the priority.

The Truxton Academy Charter School is in the planning phase.

Support from the community and prospective enrollment numbers will help form our proposal.

Please complete an Enrollment form today if you are interested in having your children attend.

Thank you for supporting Truxton Academy Charter School as the educational choice for your child's future!

truxtonacademycharterschool.org

Truxton Alumni & Community Supporters
and Truxton Academy Charter School

Invite you to join us for
a **Truxton Community Meeting**

Let's talk ideas!

[REDACTED]

Come for an update on the sale of the building and the charter school application process. The groups hosting the meeting are looking for your ideas and input for the future of our community.

Monday, December 14, 2015

7pm @ the Truxton Fire Department
3741 Route 13, Truxton, NY

For more information, visit us on Facebook  or call [REDACTED]

truxtonalumniandcommunitysupporters.org • truxtonacademycharterschool.org

Truxton Alumni & Community Supporters, Inc.

Truxton Community Input Meeting Agenda

December 14, 2015 @ 7pm

Handouts

- Fact sheet for Truxton Alumni & Community Supporters, Inc.
- Fact sheet for Truxton Academy Charter School
- Charter School Community input survey form

Schedule

- **7:00 pm**
Greeting and refreshments.
- **7:10 pm**
Welcome attendees. Introduce board members in attendance. Give brief explanation of TACS.

Open the floor to community question and answer session.
 - Ask what ideas or issues people want to raise.
 - Summarize themes and issues that emerged.
 - Do not spend valuable time defending what the council has/has not done. Focus on gathering opinion, ideas, perceptions (even if the perceptions are inaccurate, they are still valuable because they point to misperceptions by the public).
 - Have one or more members take notes of comments and discussion points.
- **7:30 pm**
 - Cindy- Introduce myself and the board, the expectations of SUNY concerning the Board and the benefit of each of the members at this time. Briefly, our new timetable for LOI with reasons. (4 minutes)
 - Elaine- Why we need a charter school, our reasons and the importance of hearing the public's thinking as we complete the proposal including survey & how to return (4 mins)
 - Jeanetta- Vision, mission...what are we missing, what should we add. (4 minutes)
 - Walton Video (8 minutes)
 - Stuart and Adam- Open floor to questions and concerns...Krysta / others to record answers. Encourage them to address questions to any of the Board Trustees. (10 mins)
 - Patty - Close meeting with Mr. Finch's letter.
- **8:00 pm**
Adjourn

Stay for additional questions if necessary.

Truxton Community Meeting- December 14, 2015

The Truxton community was invited to attend the community meeting in the Truxton Fire Hall for the purpose of learning about the status of and receiving input concerning the recently acquired former Hartnett Elementary School as well as to receive information on the status of the proposed Truxton Academy Charter School, to be located in the aforementioned school building, and to again provide the residents with an opportunity to share any concerns, questions and suggestions for the use of the building and the proposed charter school. A total of 36 residents attended and many participated in the conversations held on both topics.

Specifically, the questions and suggestions for the Truxton Academy Charter School (TACS) included:

- Will the charter school incorporate STEAM curriculum- Science, Technology, Engineering, Arts and Math?
- Would the program integrate thematic learning with all aspect of the curriculum while addressing different learning styles?
- Would the program incorporate the arts as an integral part of the curriculum?
- How will the school address physical education and connect physical interaction with the curriculum?

Conclusions-

The residents who attended were supportive of the charter school concept and the information shared about project-based learning, early introduction of a foreign language and incorporating the environment and agriculture in the curriculum. They were less informed and wanted clarification and information about how we would address the creative and performing arts, the importance of addressing varied needs of the students, and insure the availability of a rich and varied curriculum in all aspects of the school day including physical education and enrichment activities.

As a response to these concerns and interests, the proposal will build a curriculum that includes, expands and clarifies how these areas will be addressed and communicate these aspects to the community before the opening of TACS.

Truxton Community and Charter School
~~Board~~ Meetings 12/14/15

Lynne Ari

Cindy Denkenberger

Jim Denkenberger

Richard W. Lytle

David Sturges

Korinne L. Hommedieu

Eric Wilson

Martha McCall

Lloyd McCall

Tran Bryshaw

Julie VanHogner

John Landrone

Mary Ann Hotie

Karen Reome

Daniel F. McCall

Kay Reakes

Daryl Reakes

LISA POTTER

DOUGLAS POTTER

Jeanette Landermilk

Beth Klein

Truxton Community + Charter School
Meeting 12/14/15

Lori Bauney

John C Perry

Allyson Perry

Leann HeBica

Joaquin S. Lira

Matt Dankenberger

Angela Perry

Beth Wilson

~~John Perry~~

Jean Sutton

Levi Sutton

Cayleton Young

Jane J. DeBryer

Jane Ryan

Kathleen Ainsley

Future of Hartnett



Future of Homer Central School District

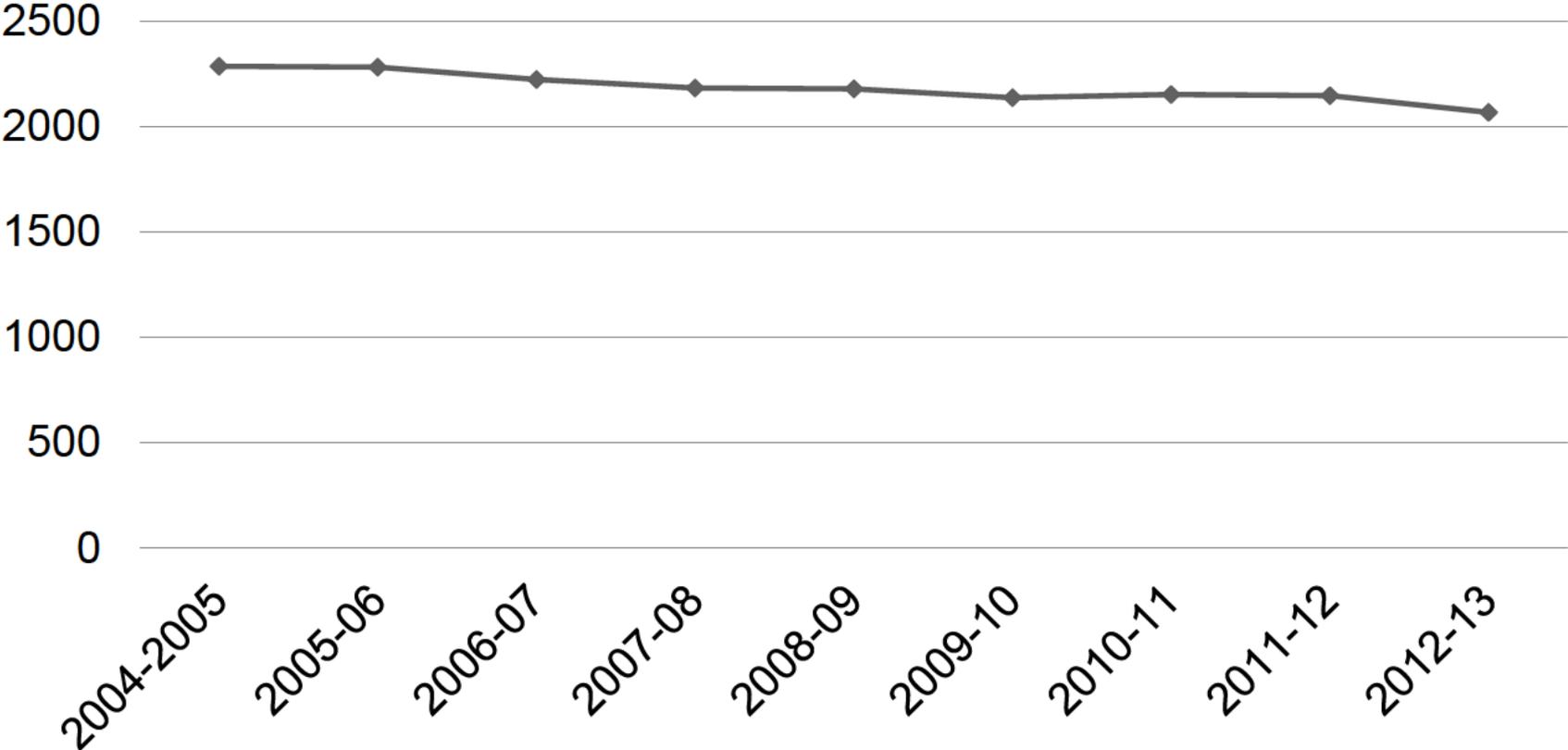
Data

- Data from (NYSED information and reporting service -IRS)
- Enrollment Data from (BEDS)

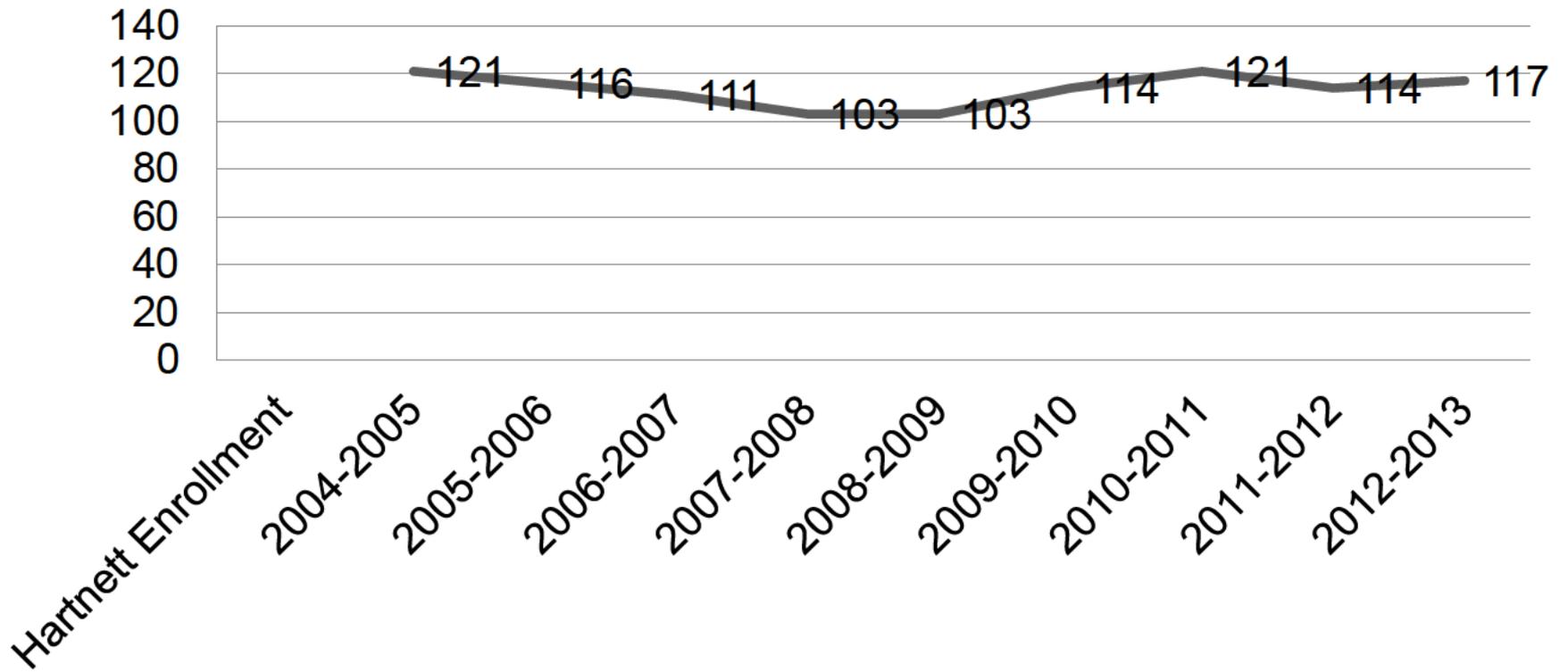
Pressure for Change

- Enrollment in District 
-  Funding to schools
- Secure the future for Truxton and Homer
- Improve education in the district
- Just as competition in sports improves performance, competition in education improves performance as well

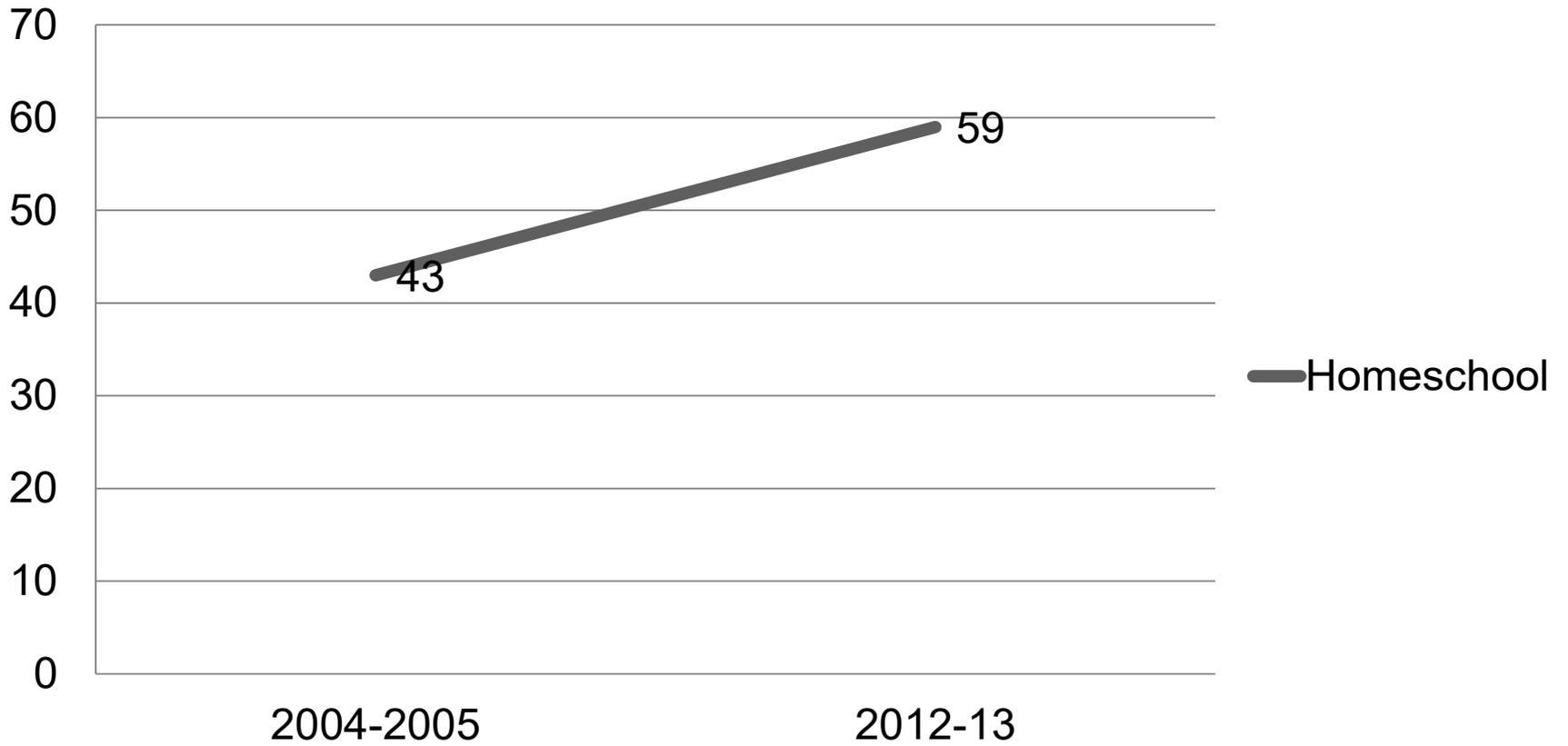
HCSD Enrollment



Hartnett Enrollment BEDS data



Homeschool



Why a Charter School

- Change from rule-based to performance-based accountability.
- Charter schools have more freedom of how to teach.
- Charter schools provide an opportunity for teachers to incorporate best teaching practices with individual needs and interests of the students.
- Charter schools are one of the highest performing group of schools in the nation.
- Charter Schools not only are high performing themselves but through competition increase performance of the district as a whole.
- Through specialized instruction charter schools fill enrollment through normal enrollment practices. Charter schools have a higher appeal to homeschooling and private schooling families and are often at full capacity with a lottery system to fill any openings.

What are Charter Schools

A charter school is a publicly funded independent school established by teachers, parents, or community groups under the terms of a charter with a local or national authority. Charter schools have the freedom to teach outside of main stream teaching (common core).

Got Questions???

We have answers...

Community Meeting to learn more about
proposed Charter School in Truxton and
invite suggestions—

October 14, 2015

At

McGraw Community Building

7:00-8:00 p.m.

Please come and find out what a
neighboring community is doing to provide
a unique elementary school in our area of
central NY.

Sponsored by the Truxton Academy Charter School
Committee

truxtonacademycharterschool.org



Schedule for Sharing Truxton Academy Charter School with Neighboring Communities

Please- Mark your calendars and notify Cindy if there is any conflict for you or these dates. The Community meeting dates are confirmed with the town venue and will be difficult to change.

We now have need of TACS volunteers who have background with computer projection to present a brief program at the community meetings (presentation to be prepared and scripted for your aid) and answer questions concerning charter schools in general and our program in particular.

Handouts will also be available and a petition sheet expressing support for a charter school and school choice in our area. They can also show support for world lang. in ele. school.

Also, even if you have not signed up for board of ed. presentations, or community meetings, please consider attending for moral support and input.

1. McGraw School Board: Wed., October 7th 7:00 pm at McGraw H.S.

Patty Dawson and Krysta Austin

**1 -M. McGraw Community Meeting: Wed., October 14- 6:45 -8:15 pm
at McGraw Community Center (adj. to town offices)...**

Presenters:

**2. DeRuyter School Board: Wed., October 14- 6:00 pm at DeRuyter
School**

Adam Aldrich and Jeannetta Laudermilk

**2 -M. DeRuyter Community Meeting: October 15-6:45-8:00 pm at
Parish House...**

Presenters:

3. Fabius Pompey School Board: Tues., October 20th -6:30 pm at

Tom and Lydia Brown

**3 -M. Fabius Pompey Community Meeting: Wed., October 21, 6:45-
8:00 pm. Fabius Community Center (Rte. 80)...**

Presenters:

**4. Tully School Board: Tues., October 26 -6:00 pm Tully High School
Jeannetta Laudermilk and Patty Dawson**

**4 -M. Tully Community Meeting: Tues. October 27, 6:45- Tully Free
Library Community Room...**

Presenters:

VILLAGE OF MCGRAW
GENERAL FUND ACCOUNT
P.O. BOX 676
MCGRAW, NY 13101



NO.

6999
6999

DATE

10/21/2015

Void after 90 days

AMOUNT

35.00

PAY CINDY Dinkenberger

THIRTY FIVE AND XX / 100 *****

TO THE ORDER OF
CINDY Dinkenberger
[Redacted]

VOID AFTER 90 DAYS

[Handwritten Signature]

AUTHORIZED SIGNATURE

VILLAGE OF MCGRAW GENERAL FUND ACCOUNT

11120 - CINDY Dinkenberger

Check Date: 10/21/2015

6999
Check No. 6999

Voucher	Date	Description	Amount
172605	10/20/2015	Refund CB Dep	\$35.00
1.	35.00		

Total: \$35.00

Refund of deposit to reserve McGraw Village Community Center
for TACS Community Outreach Meeting

TACS Community Meetings (10/2015)

Proposed Agenda and Talking Points

Set up chairs, table for computer presentation as needed. Set out refreshments (if they have been provided) at beginning of meeting and invite participation.

Try to keep entire presentation to the hour time scheduled. Agree ahead of meeting which sections will be presented by each presenter.

(Please try to speak distinctly as some of the venues do not have the best acoustics and some attendees may be hard of hearing.)

Welcome

Introduce yourselves and brief personal background.

Briefly inquire as to the make-up of the audience.

Hello – I'm Patty Dawson. I am part of the founding committee for the TACS. I have a very special interest in having quality education in our community – her name is [REDACTED] and she is [REDACTED] years old.

Who is with us tonight?

Parents grandparents educators

Record number attending

Purpose tonight: INFORM, RECEIVE FEEDBACK & SHARE IDEAS

Mission Statement

The Truxton Academy Charter School will cultivate enthusiasm for learning. We will plant seeds of understanding and appreciation for our progressive rural life, environment and its resources. Using project-based, hands-on learning, integrated with today's technology, our nurturing school will produce unique academic opportunities for its students,. Harvesting knowledge and skills, these students will become innovative citizens and leaders of the future.

comments:

Why a charter school:

To quote resident Jeannetta Laudermilk: "Because we care. We cannot stand idly by knowing we can do more, and create a better learning environment and a better future for the next generation. Because we gladly stand up for what is right!

Public school has traditionally been accepted as an adequate to excellent venue for receiving a worthwhile education but realistically many schools are rated higher or lower depending on many factors.

alternatives - private school, faith-based schools, home schooling to name the most common.

We would like to have another choice our area, a unique elementary charter school.

This school will teach in ways students learn best using project-based learning not state-dictated lessons and will provide a creative curriculum that utilize the student's interests, develop pride in the local community and rural life and reflect best practices for learning a foreign language early in a child's education.

Why do we continue to reapply for a charter from NYS?

We won't give up or give in until we make the Truxton Academy Charter School a reality. The rigorous process the state requires when applying insures that we have in place an excellent plan for the first five years operating the charter school while meeting all NY State educational standards and assessments.

Who makes up our group:

Parents, grandparents, educators from all levels – preschool thru university, leaders in local agri-business and other local businesses.

Where do the participants live?

Mostly the Truxton and surrounding Communities but also from a wide area

of central NY region.

When will the school open?

Depending on the acceptance of our latest proposal, the charter school could open as early as the 2017-2018 school year.

Purpose of the community meetings being held this month:

Inform area residents of our charter school plans explaining our mission statement in more detail.

Receive input from our neighboring communities concerning the proposal of a charter school in the Truxton area.

Receive feedback on teaching a foreign language beginning in kindergarten.

Share ideas and aspects that should be considered for inclusion in our proposal. (Take notes.)

Meet NYS requirements in terms of obtaining community support and input for a charter school in Truxton, NY.

Share a brief video of another charter school that is providing us with a successful model that has inspired our own vision of a worthwhile elementary school and provides a choice for parents that differs from the traditional elementary school program.

Introduce and share video of Walton 21st Century Learning Center. (Partner should have it set up and ready)

Comments and observations about the video. (Notes should be taken)

Conclusion:

Encourage opportunity to **sign petition** of support for TACS and come to fundraiser.

Share appreciation for attending.

Suggestions or additions for the community presentations as we go forward. (Take notes)

Be sure chairs, tables, etc. are returned to original position. Lights off, door locked, key returned if necessary.

McGraw School Board of Education
October 7, 2015

As representatives from the Truxton Academy Charter School, we wanted to be proactive in introducing ourselves to our neighboring school districts.

We know that local school districts work extremely hard to create the best working environment and provide a quality education for their students and we appreciate it.

Our goal is to create a school that is different than mainstream public education to offer families a choice. That is why we are developing our charter school around project-based learning. Project based learning, problem based learning and inquiry science based learning have been around for years. They have been proven successful through youth education organizations including boy scouts, girl scouts, 4-H and FFA.

We have also chosen to use agriculture as our teaching instrument because it works so fluidly in the elementary setting. A bonus in using agriculture as a teaching instrument is how easily science, technology, engineering and math can be brought to the learning environment. Many of us from this rural area know how much these STEM elements are now used in the field of agriculture.

Our group of dedicated representatives from Truxton Academy Charter School are proud to bring a choice to the parents in the Homer Central School District and surrounding communities. We have spent countless hours developing an educational program that will bring active learning back into the classroom and create an environment that will serve every student; excelling students, average students, ADD, autistic or special needs students. It will be the right fit for students who are not meeting their abilities in the classroom they are currently in.

Finally, it is important to our community to share with our younger generations the true value of rural living and its place in our future.

We are excited to continue our efforts and are happy to answer any questions you may have now or at any time in the future.

We have scheduled an information meeting at the McGraw Community Center for next Wednesday, October 14th @ 6:45pm. We would like to introduce Truxton Academy Charter School to the McGraw community and offer the opportunity to learn more about us and give constructive input. We hope to see all of you all there.

Truxton Academy

Charter School

Where futures are grown



The Truxton Community has a new and wonderful educational opportunity. With the strength our community has demonstrated time and again, we will bring an elementary school to our community that will bring our community back to our school.

Upcoming Events

May 19

Homer CSD Budget & Board Member Vote 7am - 9pm
High School Music Building

May 25

Memorial Day Parade – join our float!

June 6

Barn Dance Fundraiser at Forest Lake Campground

June 13

Hartnett Elementary Community Celebration

Event details are available at: truxtonacademycharterschool.org

The focus for our new charter school is:

To bring Project Based Learning (PBL) back to the elementary classroom. Project Based Learning is a teaching method for students to gain knowledge and skill by investigating complex problems, questions, and challenges. PBL builds deeper knowledge, problem-solving abilities and higher-level thinking.

To use our rural location to enhance our student's education. Many elementary classrooms already use agriculture-related lessons. Our location, with agribusiness surrounding us, will be a primary component of our students' education. Science, Technology, Engineering, and Math (STEM) concepts will be emphasized in our curriculum.

Charter Schools are public schools and are tuition-free, but charter schools have more flexibility than regular public schools. Charter schools have their own governing board of trustees to make decisions for their own school. Local decision-making keeps each charter school focused on building a strong community with values that will impact our children's education.

truxtonacademycharterschool.org • [REDACTED]

Truxton Academy Charter School

Donde el futuro es cultivado.

La comunidad de Truxton tiene una nueva y maravillosa oportunidad educativa. Con la fuerza que nuestra comunidad ha demostrado una y otra vez, traeremos a nuestra comunidad a nuestra escuela primaria.



Próximos eventos

May 19

Homer CSD Budget & Board
Member Vote 7am - 9pm
High School Music Building

May 25

Memorial Day Parade – join
our float!

June 6

Barn Dance Fundraiser at
Forest Lake Campground

June 13

Hartnett Elementary
Community Celebration

Detalles del evento están
disponibles en:
truxtonacademycharterschool.org

El enfoque de nuestra nueva escuela es:

Para llevar el aprendizaje basado en proyectos (PBL) volver a la escuela primaria. Aprendizaje basado en proyectos es un método de enseñanza para que los estudiantes adquieran conocimientos y habilidades al investigar problemas complejos, preguntas y desafíos. PBL construye conocimiento profundo, habilidades de resolución de problemas y pensamiento de alto nivel.

Utilizar nuestra zona rural para mejorar la educación de nuestros estudiantes. Muchas aulas de primarias ya usan lecciones relacionadas con la agricultura. Nuestra ubicación, con la agroindustria alrededor de nosotros, será un componente primario de la educación de nuestros estudiantes. Conceptos de ciencia, tecnología, ingeniería y matemáticas (STEM) se enfatizarán en nuestro plan de estudios.

Las escuelas charter son escuelas públicas y son gratis, pero las escuelas charter tienen más flexibilidad que las escuelas públicas regulares. Las escuelas charter tienen su propio Consejo de administración para tomar decisiones por su propia escuela. La toma de decisiones sigue cada escuela charter se concentra en la construcción de una comunidad fuerte, con valores que afectará la educación de nuestros hijos.



Truxton Academy

Charter School

Where futures are grown

Truxton Academy is currently accepting enrollment applications for prospective students in grades K-5 for the 2016-2017 school year. Truxton Academy is a tuition free, specialized learning facility that welcomes all learners. It is designed to support all students, including those with Individualized Education Plans, and English Language Learners.

The Truxton Academy Charter School is in the planning phase. Support from the community and prospective enrollment numbers will help form our proposal. The form does not obligate your child to attend, but will demonstrate how many families are interested in attending.

Student Name _____ Date of Birth _____

Current Grade _____ Current School _____

School District of Residence _____

Home Address _____

Primary Phone _____ Secondary Phone _____

Email _____

Parent/Guardian Name _____

Relationship to Student _____ Primary Phone _____

Home Address (if different) _____

Email _____

Does the applicant have any sibling(s) that would also enroll at Truxton Academy Charter School?

Yes/No _____ Sibling's Name and Grade _____

Any child eligible for admission to a traditional public school is eligible for admission to a charter public school. Admission to a charter school cannot be limited on the basis of disability, race, creed, gender, national origin, religion, ancestry, intellectual ability, measures of achievement or aptitude, or athletic ability. If the number of applicants exceeds the number of available seats, a random selection process, such as a lottery, must be used. However, charter schools do give preferences to "at risk" students, siblings of students already enrolled in the charter school, and students living in the charter school's district of location.

Parent Signature _____ Date _____

Truxton Academy

Charter School

Donde el futuro es cultivado.

La Academia de Truxton está aceptando solicitudes de inscripción de futuros estudiantes en grados K-5 para el año 2016-2017. En la Academia de Truxton es una matrícula libre, facilidad que da la bienvenida a todos los estudiantes de aprendizaje especializado. Está diseñado para apoyar todos los estudiantes, incluyendo aquellos con planes de educación individualizados y aprendiendo inglés.

La Truxton Academy Charter School esta en la fase de planificación. Apoyo de la comunidad y la mayor inscripción posible ayudará a formar nuestra propuesta. El formulario no obliga a su hijo a asistir, pero demostrará cómo muchas familias están interesadas en asistir.

Nombre del estudiante _____ Fecha de Nacimiento _____

Grado actual _____ Escuela actual _____

Distrito Escolar de residencia _____

Domicilio _____

Teléfono principal _____ Teléfono secundario _____

Email _____

Nombre Padre/Tutor _____

Relación a estudiante _____ Teléfono principal _____

Domicilio (Si es diferente) _____

Email _____

El solicitante tiene cualquier hermano que también se matriculo en Truxton Academy Charter School?

Si/No _____ Nombre y grado de hermano _____

Cualquier niño elegible para admisión a una escuela pública tradicional es elegible para la admisión a una escuela pública. La admisión a una escuela no puede ser limitada en base a la discapacidad, raza, credo, género, origen nacional, religión, ascendencia, capacidad intelectual, las medidas de logro o aptitud o habilidad atlética. Si el número de aspirantes supera el número de asientos disponibles, debe utilizarse un proceso de selección al azar, como lotería. Sin embargo, las escuelas charter dan preferencias a los estudiantes en riesgo, hermanos de alumnos ya matriculados en la escuela y los estudiantes que viven en el distrito de la escuela de la carta de ubicación.

Firma del padre _____ La Fecha _____

A free public hands-on-learning rural charter school opening K-2.

Truxton Academy Charter School

Looking for choices in your child's education?

Looking for innovation and relevance?

An opportunity to interact?

A small school environment that is family centered?

UTURES ARE

Why would I choose a charter school for my child?

"The reasons that parents choose charter schools for their children are just as unique as the students themselves. They choose charter schools because of the strong, dedicated teachers, because the school's focus matches their child's needs, or simply because their child was struggling in their assigned public school and needed to try something new. Charter schools provide families with options in public education, allowing parents to take a more active role in their child's education".

www.publiccharterschools.org

CALL US TODAY 607-745-5482



6337 Academy Street

[Redacted address lines]

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***** ECRWSS ****

**Local
Postal Customer**

We will be holding an Open House this Fall 2018 with a presentation and time for questions regarding: Project Based Learning (PBL), our Rural Life Lab, anticipated class sizes, our extended day, and all other aspects of Truxton Academy Charter School.

Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name _____ Date of Birth _____ M or F

Child's Full Name _____ Date of Birth _____ M or F

Child's Full Name _____ Date of Birth _____ M or F

Parents' Full Names _____

Primary Phone _____ Email Address _____

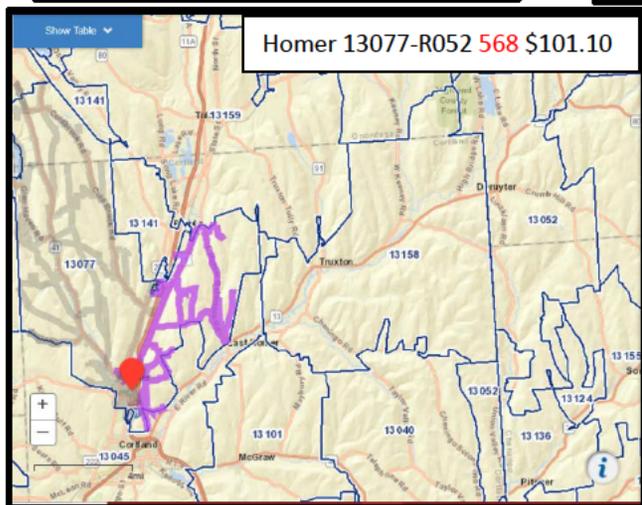
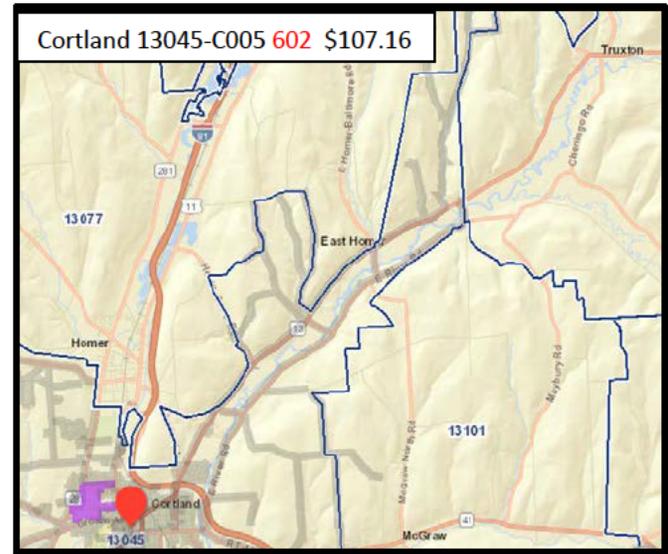
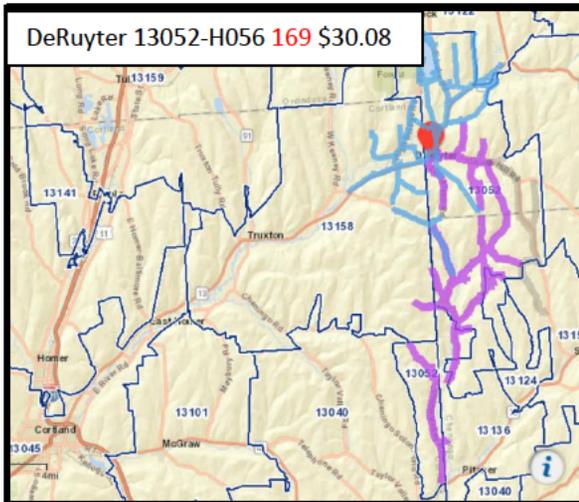
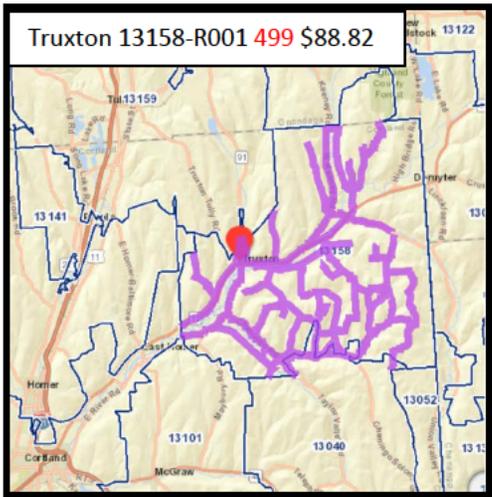
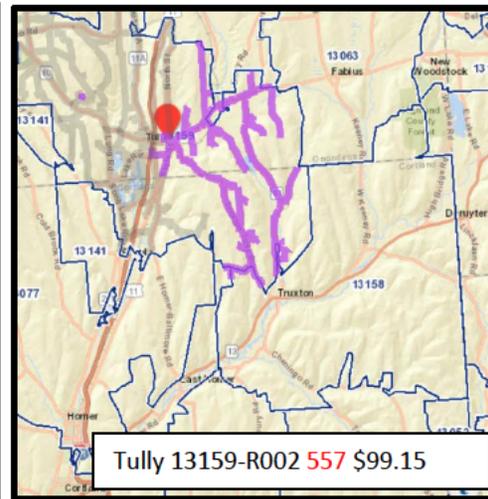
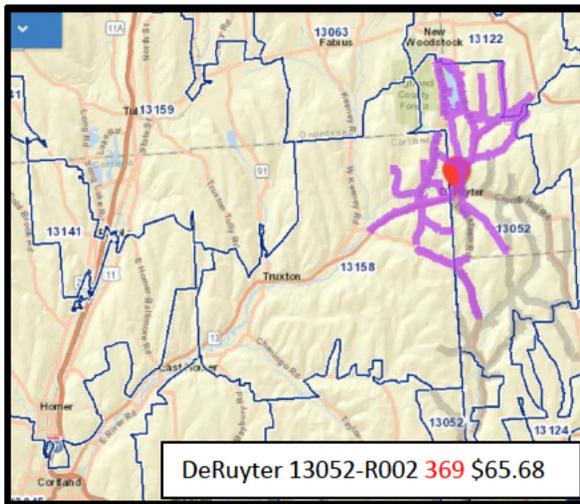
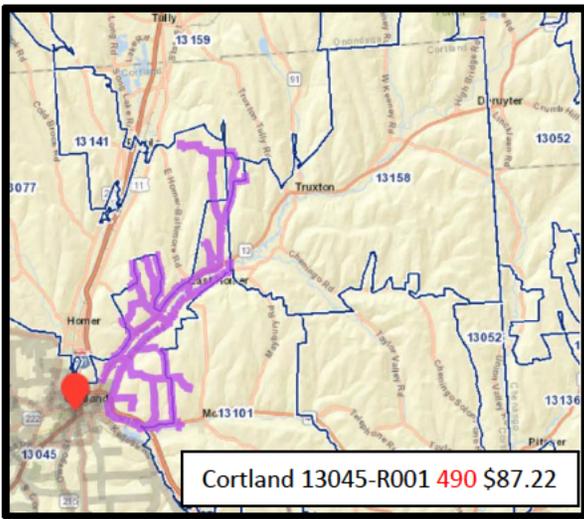
Primary Address _____

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

OFFICIAL USE ONLY
Acknowledgement Email Sent Form Scanned Open House Invite Sent Registration Packet Sent

You can complete and mail the attached interest form to PO Box 102, Truxton, NY 13158 or complete online at truxtonacademycharterschool.org. This form DOES NOT officially enroll your child at Truxton Academy Charter School. We will mail out official registration information in Spring 2019. We are looking to obtain an accurate count of families interested in attending. By completing this form, you will validate the need for a local innovative elementary charter school.

If you have neighbors who have children and may be interested in Truxton Academy Charter School, please share this information with them.





Patty Dawson [REDACTED]

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3 messages

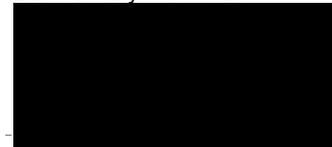
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Every Door Direct Mail		
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		\$65.68
		\$0.00
Total:		\$65.68

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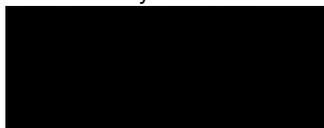
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Order #: 5131075**Placed on:** May 25, 2018 7:23:28 AM**Status:** Order Placed**Bill to:** Mary Ann Gotie

Item	Price	Total
Every Door Direct Mail		
	\$38.09	= \$38.09
- DE RUYTER POST OFFICE, 13052 - \$38.09		
		\$38.09
		\$0.00
Total:		\$38.09

Refunds

To see if this transaction is eligible for a refund, review our refund process.

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Patty Dawson <

>

USPS - Your Postal Store Order Confirmation

auto-reply@usps.com <auto-reply@usps.com>
 To: truxtonacademy@gmail.com

Fri, May 25, 2018 at 8:39 AM

**Order #: 5131080****Hello Patty Dawson,****Thank you for using USPS.com.****Order #: 5131080****Placed on:** May 25, 2018 7:39:05 AM**Status:** Order Placed**Bill to:** Mary Ann Gotie

Item	Price	Total
Every Door Direct Mail		
	\$107.16	= \$107.16
- CORTLAND POST OFFICE, 13045 - \$107.16		
		\$107.16
		\$0.00
Total:		\$107.16

Refunds

To see if this transaction is eligible for a refund, review our refund process.

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Patty Dawson [REDACTED]

USPS - Your Postal Store Order Confirmation

auto-reply@usps.com <auto-reply@usps.com>
 To: truxtonacademy@gmail.com

Fri, May 25, 2018 at 8:43 AM

**Order #: 5131081****Hello Patty Dawson,****Thank you for using USPS.com.****Order #: 5131081****Placed on:** May 25, 2018 7:43:33 AM**Status:** Order Placed**Bill to:** Mary Ann Gotie
[REDACTED]

	Price	Total
Every Door Direct Mail		
- TULLY POST OFFICE, 13159 - \$99.15	\$99.15	= \$99.15
		\$99.15
		\$0.00
Total:		\$99.15

Refunds

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Patty Dawson **USPS - Your Postal Store Order Confirmation**

1 message

auto-reply@usps.com <auto-reply@usps.com>
To: truxtonacademy@gmail.com

Tue, Jun 12, 2018 at 3:14 PM

**Order #: 5170396****Hello Patty Dawson,****Thank you for using USPS.com.****Order #: 5170396****Placed on:** June 12, 2018 2:14:25 PM**Status:** Order Placed**Bill to:** Mary Ann Gotie


Item	Price	Total
Every Door Direct Mail		
	\$88.82	= \$88.82
- TRUXTON POST OFFICE, 13158 - \$88.82		
		\$88.82
		\$0.00
Total:		\$88.82

Refunds

To see if this transaction is eligible for a refund, review our refund process.

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Beth K



Charter Schools Institute
The State University of New York

**Request for Information
from
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization (“CMO/EMO”).

The State University of New York Board of Trustees (the “SUNY Trustees”) requires all new board members be approved by it pursuant to the terms of the education corporation’s Charter Agreement. The SUNY Charter Schools Institute (the “Institute”) carries out this responsibility for the SUNY Trustees through this Request for Information (“RFI”) process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation’s charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.¹

Pursuant to New York’s Freedom of Information Law (“FOIL”), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

¹ Questions related to conflict of interest may be addresses to the education corporation’s counsel or the General Counsel of the Institute.

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at <http://www.newyorkcharters.org/model-charter-agreement/>), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes.

Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; School Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;”
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. **Responsible Tasks**

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
TRUXTON ACADEMY CHARTER SCHOOL

2. Full name: Elizabeth (Beth) Shiner Klein
Home Address: _____
Business Name and Address: _____ Cortland NY 13045
Home telephone No.: _____
Work telephone No.: _____
E-mail address: _____

3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, Lime Hollow Nature Center, Association for Science Teacher Education
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, _____.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, _____.

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, John Tillotson - Science Education Associates / Colleague.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes, _____.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, _____.
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, _____.
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the education corporation does not contact with a management company or charter management organization. I / we do not know any such persons. Yes, _____.
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, _____.
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, _____.

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, _____.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, _____.
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *Initially take it to the Board President - then above (to State) if needed.*

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Elizabeth S Klein, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the TRUXTON ACADEMY CHARTER SCHOOL is true and correct in every respect.

Elizabeth S Klein
Signature

June 4, 2018
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)



Charter Schools Institute
The State University of New York

Cindy

**Request for Information
from
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
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INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new board members be approved by it pursuant to the terms of the education corporation's Charter Agreement. The SUNY Charter Schools Institute (the "Institute") carries out this responsibility for the SUNY Trustees through this Request for Information ("RFI") process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.¹

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

¹ Questions related to conflict of interest may be addresses to the education corporation's counsel or the General Counsel of the Institute.

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at <http://www.newyorkcharters.org/model-charter-agreement/>), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes.

Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; School Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;”
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. **Responsible Tasks**

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
TRUXTON ACADEMY CHARTER SCHOOL

2. Full name: Lucinda Kay Denkenberger
Home Address: [REDACTED] Tully, NY 13159
Business Name and Address: _____
Home telephone No. _____
Work telephone No. _____
E-mail address: _____

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, _____.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, _____.

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, _____.

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, through community interaction.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, _____.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, _____.
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, _____.
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, _____.
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, _____.
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, _____.

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, _____.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, _____.
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
I would follow the guidelines in our Code of Ethics to substantiate and make inquiries from multiple sources and determine to remove if unethical activity is proven.
- Other
18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Lucinda Denkenberger certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the TRUXTON ACADEMY CHARTER SCHOOL is true and correct in every respect.

Lucinda K. Denkenberger
Signature

June 4, 2018
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
 41 State Street, Suite 700
 Albany, New York 12207
 (518) 445-4250 (phone)
 (518) 320-1572 (fax)
charters@suny.edu (email)

Elaine S.



Charter Schools Institute
The State University of New York

**Request for Information
from
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

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www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new board members be approved by it pursuant to the terms of the education corporation's Charter Agreement. The SUNY Charter Schools Institute (the "Institute") carries out this responsibility for the SUNY Trustees through this Request for Information ("RFI") process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.¹

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

¹ Questions related to conflict of interest may be addresses to the education corporation's counsel or the General Counsel of the Institute.

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at <http://www.newyorkcharters.org/model-charter-agreement/>), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes.

Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; School Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;”
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. Responsible Tasks

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee (RFI)*.
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
TRUXTON ACADEMY CHARTER SCHOOL

2. Full name: Elaine L. Sturdes
Home Address: [REDACTED]
Business Name and Address: _____
Home telephone No.: [REDACTED]
Work telephone No: _____
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, _____.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, _____.

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, _____.

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, Church membership and community members/neighbors
(Stuart Young) (Cindy Denkenberger)
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, _____.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, _____.
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, _____.
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, _____.
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, _____.
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, _____.

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, _____.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, _____.
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
Notify the Board President and State, if necessary.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Elaine Sturges, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the TRUXTON ACADEMY CHARTER SCHOOL is true and correct in every respect.

Elaine L. Sturges
 Signature

June 4, 2018
 Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
 41 State Street, Suite 700
 Albany, New York 12207
 (518) 445-4250 (phone)
 (518) 320-1572 (fax)
charters@suny.edu (email)

Jeanella



Charter Schools Institute
The State University of New York

**Request for Information
from
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
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www.newyorkcharters.org

INTRODUCTION

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1. REQUEST FOR INFORMATION

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- Section 2.3, *Selection of New Education Corporation Board Members*.

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2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

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 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;”
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. Responsible Tasks

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- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

82121711, not for

Board member for Charter Schools & Community Enterprises Inc. A

2016

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

Truxton Academy Charter School

2. Full name: **Kimberlee Jeanetta Laudermitz**

Home Address: [REDACTED]

Business Name and Address: [REDACTED]

Home telephone No.: [REDACTED]

Work telephone No.: [REDACTED]

E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me. Yes,

Board member for Truxton Alumni & Community Supporters Inc. a 501(c)(3).

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the education corporation does not contact with a management company or charter management organization. I / we do not know any such persons. Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

No Relation however fellow community members who are prominent in the community and known for years.

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,

Member of Board for Truston Alumni and Community Supporters Inc. a 501c3.

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,

Member of Board for Truston Alumni & Community Supporters Inc. a 501c3.

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other **I would bring to the attention of the entire board during a board meeting, review our ethics policy and follow the policy.**

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

I am a board member for Truston Alumni & Community Supporters Inc. a 501c3.

I, K. Jeanette Landermilk certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the _____ {insert name of education corporation} _____ is true and correct in every respect.

K. Jeanette Landermilk
Signature

June 4, 2018
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)



Charter Schools Institute
The State University of New York

**Request for Information
from
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

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 - Charter Agreement Exhibit A, “Terms of Operation;”
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. Responsible Tasks

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
TRUXTON ACADEMY CHARTER SCHOOL

2. Full name: John W. Tillotson
Home Address: _____
Business Name and Address: _____
Home telephone No.: _____
Work telephone No.: _____ NY 13244
E-mail address: _____

3. A brief educational and employment history (you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me. Yes, Marathon Central School District (NY)
1998 - 2005

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, _____.

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes, _____.

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, professional colleagues with other STEM educator on the board (Dr. Beth Klein).
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes, _____.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, _____.
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, _____.
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the education corporation does not contact with a management company or charter management organization. I / we do not know any such persons. Yes, _____.
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, _____.
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, _____.

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, _____.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, _____.
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
I would bring my concerns to the full charter school board and have a discussion about the concerns and possible strategies for resolving the issue using conflict resolution strategies, as needed.
- Other *I would bring my concerns to the full charter school board and have a discussion about the concerns and possible strategies for resolving the issue using conflict resolution strategies, as needed.*
18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, John W. Tillotson, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the TRUXTON ACADEMY CHARTER SCHOOL is true and correct in every respect.

John W. Tillotson
Signature

6/4/2018
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
 41 State Street, Suite 700
 Albany, New York 12207
 (518) 445-4250 (phone)
 (518) 320-1572 (fax)
charters@suny.edu (email)



Charter Schools Institute
The State University of New York

**Request for Information
from
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new board members be approved by it pursuant to the terms of the education corporation's Charter Agreement. The SUNY Charter Schools Institute (the "Institute") carries out this responsibility for the SUNY Trustees through this Request for Information ("RFI") process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.¹

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

¹ Questions related to conflict of interest may be addresses to the education corporation's counsel or the General Counsel of the Institute.

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at <http://www.newyorkcharters.org/model-charter-agreement/>), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes.

Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; School Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;”
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. Responsible Tasks

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee (RFI)*.
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
TRUXTON ACADEMY CHARTER SCHOOL

2. Full name: Korinne L'Hommedieu
Home Address: _____
Business Name and Address: _____
Home telephone No.: _____
Work telephone No.: _____
E-mail address: _____

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, _____.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, _____.

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, _____.

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, _____.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes, _____.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, _____.
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, _____.
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the education corporation does not contact with a management company or charter management organization. I / we do not know any such persons. Yes, _____.
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, _____.
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, _____.

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, _____.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, _____.
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
I would first bring it to the board to discuss the issues and quickly find a resolution to properly handle the situation.
- Other
18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Korinne L'Hommedieu, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the TRUXTON ACADEMY CHARTER SCHOOL is true and correct in every respect.

Korinne L'Hommedieu
Signature

6/4/18
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
 41 State Street, Suite 700
 Albany, New York 12207
 (518) 445-4250 (phone)
 (518) 320-1572 (fax)
charters@suny.edu (email)



Charter Schools Institute
The State University of New York

**Request for Information
from
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new board members be approved by it pursuant to the terms of the education corporation's Charter Agreement. The SUNY Charter Schools Institute (the "Institute") carries out this responsibility for the SUNY Trustees through this Request for Information ("RFI") process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.¹

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

¹ Questions related to conflict of interest may be addresses to the education corporation's counsel or the General Counsel of the Institute.

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at <http://www.newyorkcharters.org/model-charter-agreement/>), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "School Trustee Background Information"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes.

Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; School Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;”
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. **Responsible Tasks**

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
TRUXTON ACADEMY CHARTER SCHOOL

2. Full name: Krysta M. Auster
Home Address: _____
Business Name and Address: _____
Home telephone No.: _____
Work telephone No.: _____
E-mail address: _____

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, _____.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, _____.

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, _____.

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, _____.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes, _____.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, _____.
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, _____.
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, _____.
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, _____.
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, _____.

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, _____.

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, _____.

Our youngest child may attend Truxton Academy Charter School. She is 2yrs old.

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would bring it to the board, possibly a special meeting to discuss how to move forward, or to notify the state if needed.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Krysta Austen, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the TRUXTON ACADEMY CHARTER SCHOOL is true and correct in every respect.

Krysta Austen
Signature

6-4-2018
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)



Charter Schools Institute
The State University of New York

**Request for Information
from
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new board members be approved by it pursuant to the terms of the education corporation's Charter Agreement. The SUNY Charter Schools Institute (the "Institute") carries out this responsibility for the SUNY Trustees through this Request for Information ("RFI") process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.¹

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

¹ Questions related to conflict of interest may be addresses to the education corporation's counsel or the General Counsel of the Institute.

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at <http://www.newyorkcharters.org/model-charter-agreement/>), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes.

Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; School Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;”
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. **Responsible Tasks**

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
TRUXTON ACADEMY CHARTER SCHOOL

2. Full name: STUART E. YOUNG
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No. [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, _____.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, _____.

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, _____.

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, FRIENDS.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, _____.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, _____.
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, _____.
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, _____.
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, _____.
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, _____.

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, _____.

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, _____.

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
I WOULD BRING IT TO THE ATTENTION OF THE BOARD AND, IF NOT RESOLVED, TO THE NYS DEPT. OF EDUCATION

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, STUART YOUNG, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the TRUXTON ACADEMY CHARTER SCHOOL is true and correct in every respect.


Signature

6-4-2018
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

4. STUDENT ENROLLMENT

RATIONALE FOR THE PROJECTED ENROLLMENT PLAN

Our school and grade sizes reflect the relatively small population in our rural area compared to a city. By the end of the 5-year period, TACS will serve a maximum of 141 students in Kindergarten - 6th grade with class sizes capped at 20 students. The TACS Applicant Group chose these enrollment sizes for the following reasons:

- The Truxton area is a relatively small, rural agricultural community;
- TACS’s Key Design Elements require small-group instruction for creating a hands-on learning environment emphasizing STEM and bilingual instruction;
- Our goal of balancing the community need for access to TACS enrollment with a sense of “School Family.”

Truxton Academy Charter School - Projected Enrollment Table Over the Charter Term

Grades	Ages	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	5-6	28	20	20	20	20
1	6-7	20	24	20	20	20
2	7-8	20	19	21	20	20
3	8-9		19	20	21	21
4	9-10			20	20	20
5	10-11				20	20
6	11-12					
Ungraded						
Totals		68	82	101	121	141

As seen in the table above, in Year 1, TACS will enroll up to 68 students in Kindergarten through 2nd Grade. Kindergarteners who apply must turn five years of age by December 31st of their Kindergarten year. In the subsequent years of the initial 5-year charter, TACS will add one grade level per year.

We chose to define TACS as a K-6 school to ease students' transition to their home school districts. Cortland and Tully School Districts begin middle school in 7th grade. The Homer CSD has a combined Intermediate/Junior High School building for 3rd – 8th grades. TACS expects retention of students from grade to grade as well as steady enrollment growth through: continuous recruitment and educational outreach events for parents and families, positive publicity and media coverage of student projects and the Rural Life Lab, student achievement and success, community support, cooperative educational projects with our Academic Advisory Panel and local business partners, and co-sponsored community events with the Truxton Alumni and Community Supporters.

Alignment with Area School Grade Spans

School District	Transition years
Homer Central School District	Elementary K-3 Middle School 4-6 Junior High 7-8 High School 9-12
Cortland School District	Elementary / Middle School K-6 Junior High 7-8 High School 9-12
Tully Central School District	Elementary / Middle School K-6 Junior High 7-8 High School 9-12

DeRuyter Central School District	Elementary PK-5 Middle School / High School 6-12
McGraw School District	Elementary K-5 Middle School / High School 6-12
Fabius-Pompey Central School District	Elementary / Middle School K-5 Junior High 6-8 High School 9-12

We recognize the likelihood of a minimal amount of attrition within the school enrollment due to the ever-changing job economy that can lead to increased family mobility. However, from looking at past school attrition rates in the area’s district schools, we do not feel that it will be significant. We plan to collect data and examine this issue yearly.

When an opening becomes available during the school year prior to May 1st, the next available name on the wait list will be contacted to offer enrollment beginning with the lowest grade. The order set by the lottery will be followed. After May 1st, openings will not be filled until the following school year.

Following a successful initial charter term and with sufficient parental demand, we may seek permission to expand to serve students through 8th grade and depending upon regulations and school capacity we may seek to establish a pre-kindergarten through 8th grade school setting. We feel our school design will grow with the students and a larger age range will allow for more in-depth problem solving, more intensive project-based learning, and a strong academic foundation for the youngest students.

Response R-04b – Statistical Overview

This response is not applicable.

R-05 CURRICULUM AND INSTRUCTIONAL DESIGN

(A) CURRICULUM SELECTION AND PROCESSES

The TACS Board of Trustees, comprised of certified teachers, college professors and community stakeholders have investigated and selected educational curricula that best meet the mission statement of the charter school and have proven successful in diverse school environments. Our stated goal is to actively engage students in meaningful hands-on projects where they can apply new knowledge and approach learning with excitement. The academic experiences of TACS students will encourage a sense of inquiry and self-confidence that promote high academic achievement and lifelong learning.

A necessary element for learning success is a strong foundation of basic skills and knowledge found in a classical curriculum. This belief is established on the premise that informed individuals need a common body of knowledge in order to productively communicate with each other and effectively participate in society. It is crucial that every child should master reading and writing literacy, the fundamentals of science, basic principles of government, important events in world history, essential elements of mathematics, widely acknowledged masterpieces of art and music and great literature defined by the test of time.

Several elementary charter school and public-school curricula were examined with an eye to consistency of the teaching strands presented in the programs as well as the cost effectiveness, assessment characteristics and compatibility with the Common Core requirements.

Portions of existing learning programs that focus on agriculture and the environment will be blended to create a cohesive and consistent curriculum that also reflects our mission statement. Program and curriculums for agricultural education are supported by organizations such as FFA Organization, National Association of Agricultural Educators, and the New York State Agriculture Commission has recently offered grants to schools and organizations to support development of community and school gardens across the state. All of these organizations recognize the importance of Agriculture in our local and national economy and the need to encourage support and respect for this vital resource.

The focus on project-based learning, resources that provide appreciation and knowledge of agri-business in upstate New York, and early elementary Spanish immersion activities will provide many truly unique educational opportunities for TACS students. Classroom and laboratory instruction inside and outside the school's walls will utilize a "learning by doing" philosophy. Agricultural Education is an applied science that incorporates, math, reading, social studies and physical, chemical and biological sciences into each lesson. This curriculum allows students to put knowledge and theory to use through relevant, experiential, agricultural learning projects. While completing project-based activities, students apply the concepts and principles taught in their classes to real-world problems and scenarios.

Another experiential area to be integrated includes the exposure and reinforcement of healthy lifestyle choices. TACS will offer creative physical opportunities and activities that will directly relate to proper care for their bodies and encourage appreciation for healthy foods. Raising farm animals and growing healthy food to share with others will be incorporated into nutrition areas of the school curriculum.

TACS will demonstrate instructional rigor by providing relevant learning activities that consistently engage higher level thinking skills. Educational relevance to students is necessary to achieve instructional rigor.¹ TACS's unique curriculum is founded in PBL and STEM activities that encourage meaningful knowledge acquisition with access to real-world agricultural and environmental resources and relevant tasks. These tasks will require students to apply acquired knowledge, plan the process, solve and evaluate all aspects of the task, and share what they have learned with others. TACS will present multiple opportunities for students at all grade levels to engage in creative, innovative solutions to real-world challenges by providing a clear plan for what is to be taught, when, and how the curriculum is linked across disciplines. TACS's Rural Life Lab with live farm animals and monthly field trips and projects with local agriculture businesses will ensure both rigorous and engaging instruction. Expecting each student to maintain learning outcomes and performance that meets or exceeds local district

¹ Miles, Jim. "Engaging Students Through Rigorous and Relevant Instruction," PowerPoint Presentation.

ranking and state test scores will be part of the evaluation of classroom success. They will evaluate the use of proven engagement strategies to ensure instructional rigor, high levels of student engagement, and continued academic success.

Responding to the premise that informed individuals need a common body of knowledge with which to communicate with one another and to participate in society, TACS has designed a curriculum that will ensure that every child will (a) be reading and writing literate, (b) master the fundamentals of science, (c) examine the basic principles of government, (d) understand important events in history, (e) explore essential elements of mathematics, (f) build skills in reading and speaking Spanish, and (g) experience the arts and music.

A key design element is STEM with an agricultural and environmental focus within a cohesive instructional program that reflects our mission. To enrich this curriculum, TACS classrooms will partner with local agri-businesses to provide place-based agricultural and environmental learning activities. Project-based instruction will also take advantage of the School's Rural Life Lab: an ADA-accessible barn/classroom facility and garden area where students will learn and practice animal husbandry and agrarian science.

The key design element of School Family Culture is the foundation on which we will establish an atmosphere of excellence for all TACS students. Using *Conscious Discipline* (a comprehensive classroom management program), students, parents, teachers and support staff will be trained to interact in a kind, respectful manner.² This training will facilitate a safe, positive culture of individual confidence and academic focus to improve student achievement and involve parents in the academic activities of their children.

² Bailey, B., *Conscious Discipline*. Loving Guidance, FL, 2015; and Bailey, B. *Creating the School Family*. Loving Guidance, FL, 2011.

The Truxton Academy Charter School curricula selected includes the following:

CORE KNOWLEDGE SEQUENCE K-5

The *Core Knowledge Curriculum Series*[™] (CKCS) will be used as a framework for the instructional program in core academic areas. This published instructional program³ addresses students' learning needs and the TACS mission and objectives. CKCS is a comprehensive curriculum explicitly aligned with the New York State Learning Standards which affords sequential acquisition of knowledge by presenting content through an organized and systematic process. CKCS includes a language arts curriculum with a focus on "cultural literacy" as well as recognizing the importance of language skills such as decoding, knowledge of words, concepts, persons, places and ideas which are necessary to develop true comprehension of written text. Well trained educators (see Professional Development) will combine this curriculum with specialized instructional programs that reflect our Key Design Elements: Project-Based Learning (PBL), STEM with an Agricultural and Environmental Focus, Spanish Elementary Curriculum, and School Family Culture. Individual assessment and flexible grouping contained in this curriculum will reveal the individual learning strengths and needs of all students to ensure that each child will have a rich literacy and skills base on which to "improve student learning and achievement."

TACS Key Design Elements and CKCS curriculum afford meaningful opportunities for differentiated instruction responding to a variety of learning styles, needs for academically struggling students, English Language Learners and students with disabilities (SWD). This program provides "thought-provoking higher-order application of prior knowledge to new circumstances. It is a sequential, spiral curriculum that builds on previous learning as it expands and deepens students' knowledge base." ("Why I'm (Still) Passionate about Core Knowledge", Patricia Zissios, Ph.D, Principal)

³ For more information, see <http://coreknowledge.org/curriculum-series>.

TACS is committed to incorporating the New York State Learning Standards and the New York State Testing Program into the key design elements of the curriculum framework. With expertise of local and state educators, our administrators and teachers will be trained in the implementation of these guidelines and the assessment content expectations.

The Core Knowledge Foundation (CKF) has created a comprehensive program that includes a language arts curriculum focused on the importance of “cultural literacy”. This program recognizes that learning succeeds when not only specific decoding skills but also “knowledge of words, concepts, persons, places, and ideas” are necessary to develop true meaningful comprehension of the written word with language comprehension mastery acquired over many years.

TACS will use CKCS to provide the foundation for our elementary school curriculum by providing sequential goals and objectives, teaching resources and digital tools to reinforce and support the classroom teacher and student. The program also contains necessary assessment tools and structure to insure all objectives are taught sequentially and successfully.

Core Knowledge Sequence insures a curriculum which is broad in sequential skills while providing a depth of knowledge using both factual and fictional sources to inform and challenge students. This Sequence will serve as a guide to meeting TACS educational goals and objectives in a consistent manner while allowing for integration of project-based discovery and examination of related knowledge. Selected lessons can also be adapted to Spanish instruction and incorporation of agriculture and environmental themes can be high-lighted with teacher collaboration and input.

This rigorous curriculum incorporates instructional technology in the classroom, supports special learning needs within the units of study, and includes multicultural content for all students’ mutual respect and understanding. CKCS has begun collaboration with software companies Quill and ReadWorks to specifically reinforce and expand language arts CK skills at the intermediate levels. TACS teachers and staff will evaluate academic software for the primary grades to choose those programs best suited for our unique curriculum. “Core

Learning” is one of the choices that offers multiple skill building programs including art, music, health and geography. Google Suite will also be considered.

Research points to CKCS as an effective educational program for children with different social and informational levels. It is ideal for rural students who may have fewer social and educational enrichment opportunities. CKCS provides “equitable access to excellence in education.”⁴

CKCS addresses social enrichment by encouraging “Core Virtues” that are highlighted and included in daily student and staff interaction. TACS students will come from a variety of family backgrounds, habits and expectations. Our students will have the opportunity to learn and practice virtues such as honesty, responsibility, kindness, and patience. Conscious Discipline will further expand and develop skills for appropriate behavior and success not only in the classroom but also as they engage outside of the classroom.

ENGLISH LANGUAGE ARTS

TACS will use the *Core Knowledge Curriculum Series* (CKCS) K-5 Language Arts Program to ensure a strong, sequential ELA design that encompasses literacy strands endorsed by EngageNY.⁵

Essential components follow:

- The Core Knowledge K-3 Language Arts Program includes two strands of instruction: the Moved Skills Strand to build decoding skills and the Listening and Learning Strand (4-6) to build student language comprehension ability.
- Reading and writing are taught in tandem as student skills and comprehension are developed.

⁴ Mackley, T. A. (1999). *Uncommon sense: Core knowledge in the classroom* Association for Supervision and Curriculum Development.

⁵ NY State Education Department. <https://www.engageny.org>

- The Listening and Learning Strand contain read-aloud anthology books which are a central component for sequential introduction of knowledge domains essential for comprehension mastery. This includes the exposure of rich, content-related vocabulary.
- Grades 4, 5 and 6 combine the two strands of instruction and focus on diverse exposure to and reflection of great literature.
- In 4th and 5th grades, decoding will have become sufficiently automatic and fluent to allow for integrated instruction. While there are still Read-Alouds (oral literacy continues to outstrip reading literacy at this age), the focus is increasingly on student reading of complex text. Teachers will also see increasing reliance on independent, partner, and small group work for students. (CKF-Program Guide)

Addressing again the varied background and experiences of our student population, their exposure to diverse and appropriate language and educational enrichment activities will be strengthened by CKLA and its objective to provide a curriculum of sequential, shared vocabulary and build their knowledge base on what they already have learned, identifying and closing any information gaps that may exist for that child in the classroom.

Lower elementary students will have a 90-minute block of ELA and Spanish language every morning, as well as 40-minute block of ELA – Oral Language/Writing every Tuesday and Thursday.) Upper elementary students will have a 90-minute block of ELA and Spanish every morning as well as a 40-minute block of ELA Writing Lab every Tuesday and Thursday.

READING

Instruction utilizing the Core Knowledge Language Arts Program (CKLA) at the kindergarten level will be further expanded in Grades 1-4 using a variety of guided sequential units that incorporate phonics and spelling instruction while exposing students to a variety of literature, poetry and music that also enhance their understanding. Literature about agriculture and the environment, the relevance of science and math to these areas, as well as Spanish culture will be carefully woven into the reading program. The interdisciplinary literary works will be determined by TACS student achievement coordinator and classroom teacher.

WRITING

Integrated Writing Workshop with lessons and projects that reflect NYS guidelines and objectives will provide multiple opportunities to compare, contrast, report and share classroom activities and events. Graham, McKeown, Kiuahara, and Harris's meta-analysis (2012) states "writing strategies and knowledge play an important role in students' growth as writers. When students receive instruction designed to enhance their strategic prowess as writers (i.e., strategy instruction, adding self-regulation to strategy instruction, creativity/imagery instruction), they become better overall writers. Likewise, when students are taught specific knowledge about how to write (i.e. text structure instruction), the overall quality of their writing improves (p. 891)." They determined that "increasing how much students wrote improved writing quality (p. 890)."

The writing workshop will provide extensive instruction on sharing, collaborating and critiquing within guidelines and rubrics developed with student input appropriate to their grade level. The students will apply carefully scaffolded skills to build confidence in their writing tasks. They will also be encouraged to share independent compositions where appropriate and given opportunities to suggest subjects or topics that align with classroom and student goals. The organization and sharing of their written projects in a respectful classroom environment will prepare each child for successful presentations in their future academic career.

CREATIVE WRITING

Creative writing activities will include poetry, song lyrics, fables, imaginative tales and creative advertising projects for items that will be grown and/or sold as part of the school community agri-business activities. All of the above referenced activities will often incorporate agricultural, scientific and environmental knowledge, experiences and information. Opportunities for reflective writing, journaling and interpreting meaning will be included. Truxton Academy Charter School's daily schedule insures up to 90 minutes per day for Language Arts activities.

Sharing: Multiple opportunities will be provided for each student to display and share their creative writing pieces, and projects with peers, other grade levels, parents, and the local

community. The presentations will occur on and off the TACS school grounds utilizing, when appropriate, community events to showcase and share individual and group projects.

Additionally, students will participate in dramatic activities which play an important role in building social skills. These skills include active listening, speaking, and metacognitive thinking. These presentations all support TACS key design element of School Family Culture.

The second-grade snapshot below illustrates content included in the *Sequence* at a single grade level; other grade levels are similarly organized.

Language Arts / English

1. Listening and Speaking
2. Reading
3. Writing
4. Language Conventions
5. Poetry
6. Fiction
7. Sayings and Phrases

History and Geography

World

1. Geography
2. Early Asian Civilizations
3. Modern Japanese Civilization
4. Ancient Greece

American

1. The American Government: The Constitution
2. The War of 1812
3. Westward Expansion
4. The Civil War
5. Immigration and Citizenship

6. Fighting for a Cause
7. Geography of the Americas
8. Symbols and Figures

Visual Arts

1. Elements of Art
2. Sculpture
3. Kinds of Pictures: Landscapes
4. Abstract Art
5. Architecture

Mathematics

1. Numbers and Number Sense
2. Fractions
3. Money
4. Computation
5. Measurement
6. Geometry

Science

1. Cycles in Nature (Seasonal Cycle; Life Cycles; Water Cycle)
2. Insects
3. Human body (Cells; Digestive and Excretory Systems)
4. Magnetism
5. Simple Machines
6. Science Biographies

Children go to school for more than a decade because learning is gradual, and there is a great deal to be learned, especially in matters relating to knowledge and the buildup of vocabulary. If the specific content for each grade level does not build on what went before and prepare for what will come after, there will be big gaps, and boring repetitions. A great deal of school time is being used unproductively, and the hardest hit by this incoherence are disadvantaged children.

—E. D. Hirsch, Jr.

MATHEMATICS

Core Knowledge Curriculum Series will provide the Overview of Topics for math to assure no gaps in the introduction of concepts. EngageNY Math Modules will also provide resources for classroom teachers to insure consistency, pacing, reinforcement, and adequate assessment of the students' math skills as well as accommodations for special needs students. TACS will use the *FastBridge Math Assessment* a minimum of three times a year to track individual competency and progress. Instructional strategies provided by STEM resources such as *Project Lead the Way* (PLTW) will provide opportunities to investigate, discover, and explore hands-on, relevant math skills and successfully apply acquired skills to new situations. *(Both the lower and upper elementary students will have a 50-minute math class every morning, followed by a 40-minute applied math and STEM lesson on Mondays, Wednesdays, and Fridays.)*

SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM)

Instruction based on STEM guides and Core Knowledge Science (CKSci) materials will utilize locally available skills and expertise as well as college and state resources. Teachers will be trained in techniques to encourage students to ask questions and use critical and creative thinking to solve real-world problems. Learning tasks will provide rigorous standards for meaningful implementation of the integration of knowledge acquired in these areas. TACS will incorporate the NYS Common Core Mathematics Standards and the Next Generation Science Standards as endorsed by the National Science Teachers Association (NSTA). A minimum of 95

minutes each day and 40 minutes three times a week for Math/Science instruction and activities.

SCIENCE

TACS will utilize *Next Generation Science Standards* (NGSS) and the CKSci Science Curriculum as a framework for providing meaningful concepts and real-world challenges for students to discover, explore, and question through units of study. Related project-based activities will engage students in building understanding of scientific principles and hone their ability to share observations and conclusions with peers and propose additional theories and possibilities. Multi-disciplinary projects will address the key design element of STEM with an Agricultural and Environmental focus.

TACS teachers will incorporate *Project Lead the Way* (PLTW) as part of their STEM framework to expand the units of study choices. PLTW is specifically designed using NGSS to provide elementary children with experiences in science, technology, engineering and math needed to succeed in our global economy. The *Project WILD* program will provide further opportunities for science enrichment and exploration in our rural setting. The *Food, Land and People* (FLP) curriculum resources will assist students in selecting and growing appropriate vegetables to cultivate in conjunction with our Rural Life Lab activities. Resources and guidance in developing an understanding and respect for agriculture in the local economy are also available through Cornell Cooperative Extension of Cortland County and the National Agriculture in the Classroom organization and website. *(Both the lower and upper elementary students will have a 45-minute Science/Rural Life Lab/Environmental Education class every day.)*

ELEMENTARY SPANISH CURRICULUM

As a framework for Spanish instruction, Truxton Academy Charter School will use the **Hopkins Public Schools' FLES Spanish** scope and sequence which focuses on language proficiency, content knowledge and cultural knowledge. The elementary program was created by the Hopkins School District in Hopkins, Minnesota four years ago. The district based their program on research and recommendations from ACTFL (American Council on the Teaching of Foreign

Languages). Pagan, C. R. (2005), {Abstract}. Dissertation Abstracts International, A: The Humanities and Social Sciences, 66 (5), 1603-A-1604-A

Molly Wieland, current K-12 World Language Coordinator, has provided structural and educational implementation guidelines for TACS with the goal of 90/10 ratio of teaching English to Spanish. Collaboration among the faculty and careful selection of teachers with a strong Spanish language background created an atmosphere of support and consistency for this program that we will replicate at TACS. The program will be introduced at all three beginning grade levels to insure exposure and school community enhancement. TACS faculty will present the benefits and challenges of a FLES (Foreign Language in the Elementary School) program to parents during orientation activities preceding the school year.

As one of the key design elements, TACS will introduce Spanish at the Kindergarten, First and Second grade levels so all students can share in this curriculum. This subject directly addresses many of the objectives for charter school success in NYS. By beginning Spanish language instruction in the earliest grade and continuing to prioritize the program at every grade level, TACS will provide an expanded learning opportunity for all students, improving their intellectual capabilities and creating an innovative teaching experience not only for the students, but for the staff and families.

HISTORY AND GEOGRAPHY

Incorporating the varied history and geography of Central New York with Core Curriculum History and Geography (CCHG), TACS teachers will provide a curriculum that expands the student's understanding and appreciation of these subjects. Using "real world, student-centered learning," students will visit a variety of local geographic phenomena, museums, and historic sites linking text to the real world.

Teachers will use the framework provided by the CKCS materials to ensure content continuity between grades and assessment of the students' overall learning in these areas. (*All students will have 45 minutes of Social Studies every day of the week.*) Integration of history, geography

and government knowledge into Language Arts/Literacy activities will be in addition to daily direct instruction/project developments in these subject areas.

HUMANITIES: MUSIC, ART, DRAMA, AND DANCE

The Truxton community has a rich history of music, art, drama and dance that TACS will incorporate into a curriculum that is guided by CKArt and CKMusic. CKCS recognizes humanities as an essential part of learning and communicating ideas and feelings while learning the value of different art forms. The CKCS delivers a well-planned curriculum which builds on vocabulary and various forms of media to encourage kinesthetic learners through movement, fostering imagination and creativity.

At TACS, children will be exposed to fine paintings, great music, and other inspiring examples of Art. As children progress in their knowledge and competencies, they will begin to learn more about “the methods and terminology of the different arts, and become familiar with an ever wider range of great artists and acknowledged masterworks.”

In Music, students will be exposed to a wide variety of music from jazz to orchestral music, as well as vocal music that includes spirituals, folk songs, and patriotic songs. They will learn about composers and their music, the elements of music (such as beat and rhythm), basic notation, families of instruments, and vocal ranges.

The after-school program will offer additional guided lessons, independent activities, and musical instruction. Student art projects and stage performances will be further developed during the extended day session at the end of each school day. As Clark et al (2013) observed, “the length of the school day and how time is used...are significantly associated with impacts.”⁶ All students will have two 45-minute art classes and two 45-minute music classes per week.

PHYSICAL EDUCATION AND WELLNESS

⁶ Tuttle, C. C., Gill, B., Gleason, P., Knechtel, V., Nichols-Barrer, I., & Resch, A. (2013). *KIPP middle schools: Impacts on achievement and other outcomes. final report.*

TACS will use *Project Adventure*-based physical activities as a framework for compliance with NYS Physical Education Learning Standards. Project Adventure lesson plans explore core themes of curriculum based on appropriate student grade level. Learning adventures are specific to learning outcomes and aligned to state and national standards. The experiential learning programs Project Adventure offers support social and emotional learning opportunities at all grade levels using both individual and group activities.

In addition to traditional physical education (PE) activities, students will have opportunities for hiking, cross-country skiing, snowshoeing, gardening, maintaining domestic animal areas, doing simple construction, orienteering, and other physical activities appropriate for their age and ability. The Town of Truxton has local access to several ADA-accessible areas including the Labrador Hollow Unique Area, the Tinker Falls Trail and Labrador Mountain Ski Center, providing additional opportunities for students with special needs to learn with their peers. Caring for gardens, young farm animals and poultry in the Rural Life Lab, students will learn the importance of healthy bodies as well as healthy lifestyle choices as they mature. A minimum of 45 minutes daily is scheduled for Physical Education/Wellness activities.

TECHNOLOGY AND LIBRARY

Many rural students in our particular area of New York State have limited or no access to high speed Internet or “smart” phone service in their homes. Using NYS Learning Standards for Technology, TACS will embrace the responsibility of exposing all students to the responsible use of the Internet as well as the skills needed to explore, confirm, and transfer information. The framework for teaching these skills will be provided with careful selection of commercial curriculum resources and teacher-designed units of study.

TACS school library will provide a vital role for accessing information and occasionally social and technical programming. Library skills will be taught in conjunction with classroom studies and projects to teach students library organization and use of fiction and non-fiction print and media resources.

Evidence of Effectiveness:

Core Knowledge Foundation: Numerous research points to CKF as an effective educational program for children with different levels of social and informational levels. It is ideal for rural students who may have less social and educational enrichment opportunities, insuring a baseline of language skills and foundational instruction. Core Knowledge Foundation provides “equitable access to excellence in education.”⁷

EngageNY⁸ identifies CKCS as a curriculum partner and supports the choice of Core Knowledge Learning Curriculum as being in compliance with Common Core Standards and successful in educating children with diverse backgrounds.

Agriculture in the Classroom: Resources and guidance in developing an understanding and respect for agriculture in our local economy are available through the **National Agriculture in the Classroom** organization and website. Truxton Academy Charter School will utilize the six themes that define their educational classroom instruction and lend themselves to curriculum integration as well as

- STEM learning objectives and projects.
- Agriculture and the Environment
- Plants and Animals for Food, Fiber & Energy
- Food, Health, and Lifestyle
- Science, Technology, Engineering & Math
- Culture, Society, Economy & Geography

These themes will be implemented within the overall vision of TACS to provide students with “access to an exceptional, comprehensive and innovative educational experience.”

“The outcomes have been organized under these themes, by grade level benchmarks (K-12), and aligned with the national education standards. This type of design assists educators with the opportunity to contextualize content for multidisciplinary integration and provides for an interdisciplinary approach to teaching and learning. In addition, this type of integration

⁷ *Uncommon Sense*, Mackley, T. A.; ASCD.org/publications/books/199239, 1999

⁸ NYSED/www.engageNY.org

provides a continuum for transdisciplinary knowledge application to solve real-world problems.” (Vasquez, J., Sneider, C., and Comer, M. 2013. STEM Lesson Essentials Grades 3-8: Integrating Science, Technology, Engineering and Mathematics. Portsmouth, NH: Heinemann).

A person is defined as agriculturally literate if that person can understand and communicate “the source and value of agriculture as it affects our quality of life.” (National Agriculture in the Classroom, 2014). This statement directly reflects the mission of TACS to begin this process at the elementary level of a child’s educational career.

Project Lead the Way: The inclusion of STEM guidelines with the directed and comprehensive goals of the Next Generation Science Standards give Truxton Academy Charter School the opportunity to integrate and designate relevant, rigorous and consistent learning opportunities that connect to the mission and vision of the school. With the careful selection of resources and units of study that also correlate with NYS Standards, **Project Lead the Way** provides a dynamic, diverse curriculum that results in academic learning excitement and success.

Project Lead the Way (PLTW) is a STEM program that utilizes the expectations and objectives of learning that “develop skills needed to succeed in our global economy.” This program is supported by EngageNY aligning with Common Core State Standards for Math and English Language Arts, and Next Generation Science Standards.

“Through **PLTW Launch**, our program for kindergarten through fifth grade, students become problem solvers. Students use structured approaches, like the engineering design process, and employ critical thinking. They apply STEM knowledge, skills, and habits of mind, learning that it is OK to take risks and make mistakes. As teachers and students learn and discover together, education becomes far more engaging.” (PLTW Website)

Timeline Outlining Pre-Opening Curriculum Development and Selection Process

Task	Responsible	Outcome	Date
Planning Year Begins	Board of Trustees	Formalize Schedule for Completing School Curriculum	Jan., 2019
Advertise and Recruit for Head of School Hire Head of School	Staffing Committee, Board of Trustees	Head of School begins Work on April 1, 2019	October, 2018 – March 2019
Advertise and Recruit for Student Achievement Coordinator	Staffing Committee, Board of Trustees	Integrated Curriculum Planning Begins	Jan., 2019 – May, 2019
Begin Student Enrollment Initiatives	Board of Trustees	Full Enrollment	Oct. 2018
Inform Community of Uniqueness of Academic Program	Board of Trustees	Knowledgeable Families, Full Enrollment	Oct., 2018 – April, 2019

Advertise and recruit Instructional Staff	Staffing Committee, Board of Trustees	Staffing Plan	Jan., 2019 - April, 2019
Finalize Curriculum Planning Resources and Templates	Curriculum Committee & Academic Advisory Panel	Organization Chart For Curriculum Development	April, 2019
Complete Year 1 Scope and Sequence for Grades K-2	Curriculum Committee & Academic Advisory Panel	Year 1 Scope and Sequences	May, 2019
Review and Recommend Curriculum Materials for Purchase	Curriculum Committee and Head of School	Purchase Order	May, 2019
Identify Year 1 External Assessments	Head of School	Assessment Plan	May, 2019
Complete Year 1 Module/Unit Level Curriculum Plan Including Performance Tests, Rubrics & Resource Guides Aligned to NSCCLS	Curriculum Committee, Academic Advisory Panel and Head of School	Year 1 Module/Unit Plan	May , 2019

Purchase and Receive Curriculum Material	Administrative Assistant	Curriculum Materials	June, 2019
Meet with Founders Group and Community and Academic Partners to Plan Interactive Events and Academic Celebrations for Year 1	Head of School and Board of Trustees	Community and Academic Partners Calendar	June, 2019
Organize and Plan for Summer Teacher Institute and Extended Day Program	Head of School, Academic Advisory Panel, and Board of Trustees	Professional Teacher Institute Plan	June, 2019
Teachers Report to Work	Head of School and Student Achievement Coordinator	Teacher Building and Staff Orientation	August, 2019
Task	Responsible	Outcome	Date
Initiate Summer Professional Learning with Teacher Institute/Grade Level Plans/Classroom Set	Student Achievement Coordinator & Head of School	Three Week Teacher Institute; Tentative Student Progress Report Format	August 5-23, 2019

Co-create First 6 Week Term Lesson Plans	Teachers and Student Achievement Coordinator	Unit 1 Lesson Plans	August 19, 2019
Teachers visit with K children and those new to District to Assess using Home Language Survey Curriculum Orientation Meeting with Parents including Spanish FLES	Classroom Teachers and Student Achievement Coordinator	Advance Knowledge of New Student Specific Needs Understand Role of Parents in Curriculum Implementation	August 14-21, 2019 August 22, 2019
Adjust Lesson Planning K-2 in Response to Formative Assessment Data	Teachers with Student Achievement Coordinator	Weekly Lesson Plan Adjustments, Differentiated	Weekly, on-going
Co-ordinate and Align Curriculum Across Grade Levels K-2	Teachers with Student Achievement Coordinator	State of the Class/School Report	Oct. 14, 2019
Reflect on Curriculum Plan	Teachers and Student	Bi-monthly Meeting with K-2 Team	Nov. 4, 2019

	Achievement Coordinator		
Report Student Progress to Parents	Teachers	Student Progress Reports	Oct. 21, 2019
Report Student Progress to Board of Trustees	Head of School	Program Update	Nov. 4, 2019
Co-create 2 nd , 3 rd , 4 th , 5 th Six-week Lesson Plans for remaining session for K-2	Teachers with Student Achievement Coordinator	2 nd -5 th Six-week Lesson Plans	2 nd -by Sept. 30, 2019 3 rd -by Nov. 11, 2019 4 th -by Dec.16, 2019 5 th -Jan. 6, 2020
Complete Year 1 of Curriculum Scope and Sequence for Grade 3	Teachers and Student Achievement Coordinator	Year 1 Scope and Sequence- Grade 5	April 6, 2020
Review and Recommend Curriculum Materials for Grade 3	Teachers and Student	Purchase Order	April 6, 2020

	Achievement Coordinator		
Identify Grade 3 External Assessment	Student Achievement Coordinator	Assessment Plan	May 8, 2020
Complete Yr. 1 Module/Unit level Curriculum Plan including Performance tasks Rubrics & Resource Guides Aligned to NYSCCLS-Grade 3	Teachers and Student Achievement Coordinator	Year 1 Module/Unit Plan	June 1, 2020
Purchase & Receive Curriculum Materials- Grade 5	Administrative Assistant	Curriculum Materials	June 1, 2020
Review and Evaluate Progress with School Design	Head of School and Student Achievement Coordinator	Review and Recommendations Plan	June 29, 2020

ACADEMIC ADVISORY PANEL

TACS has created an [Academic Advisory Panel](#) to work with the charter school to evaluate and improve our curriculum and assist the school in educational areas related to our mission.

Sincere interest and support in the school has been received from SUNY-ESF, Dr. John Tillotson (nationally recognized Syracuse University science education professor), Dr. Beth Shiner Kline

(nationally recognized SUNY Cortland education professor in Project-based Learning) and The R.E.D. Group, a consulting firm that specializes in evaluating school curricula and assessing needs of the school program in order to insure high academic achievement and financial stability. In addition, Ag in the Classroom Director, Katie Carpenter, affiliated with Cornell University, has also volunteered to provide many additional resources and teacher training. These diverse individuals and entities will be involved with our continued curriculum development and an important resource for rigorous evaluation and assessment of our program over the next five years. Please see letters in R-12a Partner Commitment.

5B- ASSESSMENT SYSTEM

The TACS's Mission states: **“Integrating real world, student-centered learning, we will plant a strong foundation for future academic success.”** One of our objectives is to “raise academic achievement and develop career readiness skills.” To this end, the school’s assessment protocol will document: 1) the growth and development of our students’ skills in mastering the New York State Learning Standards, 2) establishment of a strong foundation for future academic success, and 3) the increase in academic achievement and development of career readiness skills. Strategic use of data drives curriculum development, best practices in instructional delivery, and Response to Intervention (RTI) plans. Our students will take all required NYS assessments. To prepare for state assessments in 3rd grade, benchmark assessments will provide reliable formative data to ensure that students are developing strong literacy skills and are on track for success. Benchmark Assessments will be administered three times or more each year.

The TACS Board of Trustees recognizes the integral importance of adequate and accurate assessment systems to successfully monitor and validate the TACS charter contract objectives and outcomes. These academic results must meet or exceed the performance contract with the State of New York in order to renew its charter. Our primary responsibility is the successful education of each child and we are committed to providing a unique, life-altering opportunity

to achieve a relevant, expanded and enriched classroom experience that can be measured and shared with concerned partners in our education program including not only the parents of our students and the Truxton community, but also SUNY and local school districts.

TACS will implement a multi-faceted assessment system that includes the administration of diagnostic, formative, benchmark, and summative assessment procedures to ensure accurate analysis of data providing valid and reliable results. These results will be used in a consistent and proscribed manner to inform instructional planning, program evaluation, and accountability. We will use these results to collaboratively refine and improve all aspects of our educational experiences.

A combination of standardized and teacher-developed assessment instruments will be used in our classrooms, some of which are already administered in the Homer Central School District. The following assessments were chosen to align with those used by the local district to facilitate comparison within the district, movement of students within the district and family familiarity with their use. These assessment tools will be reevaluated by our faculty after one year with the goal of adopting the most appropriate, and fully implementable system during the second year of our charter.

ASSESSMENTS TO GATHER SCREENING, DIAGNOSTIC, AND PROFICIENCY DATA

1. ***Peabody Picture Vocabulary Test (PPVT-IV)*** – a screening assessment administered when students start school and annually to those who are below benchmark.

Vocabulary instruction improves students’ reading comprehension, writing quality, plus listening and speaking vocabulary. [4]

2. ***Home Language Survey*** – a screening assessment for all new students. [5]

3. ***FastBridge Reading Assessment*** – a diagnostic tool that measures reading fluency and comprehension in all grades, given tri-annually or as often as weekly to students who fall below benchmark. [6]

4. ***Dolch (Pre-K – 3rd grade) and Fry Sight Words List (500-1,000 Most Common Sight***

Words). [7]

5. **FastBridge Math Assessment** – a diagnostic tool that measures math proficiency administered tri-annually to all students. [8]

Table 3: Proposed Assessment Schedule and Timeline

August September	Fall Assessment by October 30	Winter Assessment by January 31	Spring Assessment By May 15
Peabody Picture Vocabulary Test Home Language Survey	FastBridge Reading (K-6 th grade) Sight Words Writing Samples FastBridge Math	FastBridge Reading (K-6 th grade) Sight Words Writing Samples FastBridge Math	FastBridge Reading (K-6 th grade) Sight Words Writing Samples FastBridge Math
<p>Weekly or Monthly for Students Below Benchmark: FastBridge Oral Reading Fluency</p> <p>End of Units: Teacher Assessments in Math, Science, Social Studies, Spanish, Technology</p> <p>Ongoing: Log of Books Read + Teacher/Student Conferences</p> <p>Monthly: Positive Character Trait and Leadership</p>			

FORMAL ASSESSMENTS

DIAGNOSTIC ASSESSMENTS

TACS staff will use diagnostic assessments to determine incoming students' knowledge, academic deficits, skill level, interests and to identify signs of special needs as part of the Response to Intervention (RTI) process.

The New York State Identification Test for English Language Learners (NYSITELL) will determine if students are entitled to receive English Language Learner services and identify students who score at the beginning, intermediate, or advanced levels. The assessments will assist academic leaders and teachers as they create a program to best suit the ELL and Limited English Proficient (LEP) student.

PRELIMINARY/ ENTRY ASSESSMENTS:

At the beginning of each year, teachers will administer the FastBridge Reading and Math electronic assessments. A baseline will be created in September and final plot point data will be used in June to show student growth. The FastBridge program displays individual student skills regardless of grade level and allows evaluation of growth over time. Student reading and math progress using FastBridge reading and math electronic assessments will be evaluated on a bi-weekly basis throughout the year. Plot points accrued will drive instructional planning. The acquired plot points will provide academic leaders and teachers with necessary data on student growth for ongoing planning and, when indicated, to meet individual student learning needs where they're at. In addition to baseline assessments at the beginning of the year, and bi-weekly analysis, evaluative FastBridge tests will be administered at the end of the school year in mathematics and literacy to record the student's progress towards the expressed goals of the curriculum.

COMPUTER-BASED ASSESSMENTS:

One of the criteria for selecting computer-based content providers is built-in, readily accessible assessment and feedback. This model will provide immediate and relevant feedback to

students, teacher, and parents. Computer-based formative assessment systems provide teachers with ways to accurately measure student progress as well as deficits. Having real time data allows teachers to address immediate needs of the student(s). With individualized student data, teachers will be better informed to develop differentiated interventions addressing student need. Enabling data-based decisions effectively supports improving instructional practices reaching increased student achievement.

BENCHMARK ASSESSMENTS

Effective indicators of student progress toward grade level goals and achievement include benchmark assessments. Benchmark data allows teachers to track and measure student progress toward meeting the grade level specific learning objectives. Benchmark indicators will provide teachers with necessary information to support all students based on quantitative academic need. Regular testing affords teachers the ability to address students who are at risk of not meeting grade level goals by providing essential interventions. Knowledge acquired through testing also provides teachers with opportunities for reteach moments. Data Benchmark exams will be given at approximately five-week intervals.

Reading Inventory:

The Head of School, in collaboration with the Student Achievement Coordinator and faculty, will select an appropriate assessment tool, such as Gates-MacGinitie, Developmental Reading Assessment or Fountas and Pinnell to be administered a minimum of five times during the school year by the classroom teachers. Reading inventory benchmarks will augment and substantiate ongoing student assessments. Teachers and students will set goals for increasing reading levels throughout the year.

- Developmental Reading Assessment may be incorporated on a monthly schedule as an additional assessment at K-3 level providing a one-on-one opportunity for teacher interaction with those students who struggle with reading.
- NYS Benchmark Tests: TACS will participate in NYS ELA and Math Assessments beginning in third grade. Quarterly practice exams in ELA and math at the third and fourth grades

will also be used to determine progression as regards the skills needed for success on the NY State assessments.

- TerraNova Standardized Achievement Tests: This research-based assessment will be used to evaluate overall student/school growth in general knowledge in all curriculum areas on a yearly basis and assist in readiness for NYS Assessment Tests given beginning in 3rd grade.

INFORMAL ASSESSMENTS:

Home Visits: Each summer, TACS staff will visit the homes of newly enrolled students to get to know the family, share school policies and procedures, and conduct informal diagnostic assessments. Using a practiced protocol, they will evaluate topics such as alphabet knowledge, auditory and visual discrimination, counting and computation and fine motor skills. Staff will also administer the Home Language Survey as the first step in identifying students eligible for ELL services.

Formative Assessments: Teachers will be expected to identify formative assessments within their lesson plans and conduct regular checks for understanding throughout daily instruction. Teachers will be taught effective ways to implement formative assessments including which better informs them of student understanding in real time. Because students are not always aware of material they don't understand and not certain how to advocate for themselves, students will also be taught how to use formative feedback to maximize their own learning.

Questioning: Teachers will be trained to use appropriately rigorous levels of questioning based on Bloom's Taxonomy and Next Generation guide to inquiry and objective observation responding to questions encountered in the subject areas. Teacher generated questions will be developed in such a way that they seek evidence of student understanding, engage student thought, and elicit detailed higher level responses.

Checklists: Teachers will collaboratively develop grade-level checklists to identify student mastery of specific skills incorporating but not limited to those expected in state assessments.

Observation: Teachers will be expected to document anecdotal evidence of student learning, especially through interactions during one-on-one conferencing and small group instruction. This may include techniques such as a clipboard with sticky notes to record a student's behavior for further examination and evaluation, or iPad comments noted during the day.

Rubrics: Teachers, with the assistance of instructional leadership, will develop grade-level scoring guidelines in the form of rubrics providing specific criteria and ranging in complexity. The scoring guidelines support consistency when evaluating student work. Rubrics will be used in various areas of study with a specific focus in the areas of writing and projects. These grade-level rubrics will be collaboratively adapted school-wide making small changes as students go through the grade levels to raise expectations and competency. Students also benefit from scoring rubrics as they allow students to know the academic parameters and expectations for a certain task as well as an opportunity to gauge the quality of their work.

Writing Prompts: The writing program will include the collaborative creation of writing prompts and appropriate rubrics for assessing student progress in this skill by the classroom teacher.

R-5C INSTRUCTIONAL METHODS

TACS will provide a variety of instructional methods to achieve the success demanded by our parents and community as well as New York State mandates. It is our strong belief that structured, guided, frequent collaboration among not only the Truxton Academy teaching and administrative staff, but also Truxton Academy and Homer School district special needs faculty will greatly enhance educational success and encourage a strong cohesive extended school community.

The TACS Board of Trustees will direct the TACS Head of School, Student Achievement Coordinator and staff to seek feedback initially using a curriculum evaluation based on the **Scriven Model**. Properly implemented, this model will summarize the merits and demerits of the elementary curriculum and insure continued relevancy of the TACS curriculum design.

Formative and summative content using checklists and rubrics will be used to evaluate the quality of curriculum implementation and results.

Teacher notes on Unit lessons, summer curriculum review of these Units, student portfolios and student performance data will be evaluated in terms of stated TACS goals and objectives. NYS assessments as well as Terra Nova results will be included in summative conclusions. Teachers, students, and parents will also be expected to critique Units of Study by responding to relevant rubrics and questionnaires. Feedback and suggestions for improvement will be encouraged.

During the Summer Teacher Institute, Units of Study will be reviewed yearly for content, use of relevant materials, and learning outcomes, then revised and updated. The student and parent feedback will be an important aspect of this process. These units will be published or archived electronically by TACS staff, creating valuable teaching resources that might also be shared with the wider academic community. Comprehensive curriculum evaluation and improvement will ensure the academic growth of students and continue parental and community support for TACS.

Specifically, the following major instructional methods that will drive our unique charter school academic program are:

PROJECT BASED LEARNING

Project Based Learning (PBL) gives the trained classroom teachers an opportunity to work closely alongside their students to engage in real-world challenges and to explore meaningful questions providing relevant, long-term child acquisition of content knowledge and skills. The PBL philosophy encourages hands-on problem solving in a collaborative environment among teachers, students and the wider community. Many traditional practices and skills are reframed in the context of a project collaboratively designed, shared and assessed by all of the participants. (PBL for 21st Century Success, Buck Institute for Education).

MULTI-LEVEL CLASSROOM EXPERIENCES

Students will primarily be assigned to classrooms according to their age and grade. However, with the goal of faculty collaboration and community interaction between grade levels, many opportunities, both formally and informally, will be provided for sharing, supporting and mentoring fellow students at different levels of age and abilities.

Specifically, teachers will expect students to develop different projects/presentations to reflect solutions to challenging concepts encountered in a rich classroom environment. Children will work in multi-level teams to collaborate on these projects to address a learning challenge or question. They will have the opportunity to work weekly in a multi-age group using inquiry and research skills to solve their problem. The students will then share the resulting product/outcomes with parents and community members showcasing these activities at least three times during the school year.

STEM METHODS

NY State Common Core Mathematics standards and Next Generation Science Standards incorporate the need of today's students to master basic science, technology, engineering and math skills that reflect and anticipate the skills that will be demanded by workers of the future. These standards encourage hands-on discovery and inquiry requiring opportunities for discovery and reinforcement of necessary skills including the knowledge of our physical environment.

The National Research Council's (NRC) *Framework for K-12 Science Education* (2012) describes a vision of what it means to be proficient in science; it rests on a view of science as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines, and revises knowledge. It presents three dimensions that will be combined to form each standard:

Dimension 1: Practices

The practices describe behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems. The NRC uses the term “practices” instead of a term like “skills” to emphasize that engaging in scientific investigation requires not only skill but also knowledge that is specific to each practice. Part of the NRC’s intent is to better explain and extend what is meant by “inquiry” in science and the range of cognitive, social, and physical practices that it requires.

Although engineering design is similar to scientific inquiry, there are significant differences. For example, scientific inquiry involves the formulation of a question that can be answered through investigation, while engineering design involves the formulation of a problem that can be solved through design. Strengthening the engineering aspects of the Next Generation Science Standards will clarify for students the relevance of science, technology, engineering and mathematics (the four STEM fields) to everyday life.

Dimension 2: Crosscutting Concepts

Crosscutting concepts have application across all domains of science. As such, they are a way of linking the different domains of science. They include: Patterns, Similarity and Diversity; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and matter; Structure and function; Stability and change. The Framework emphasizes that these concepts need to be made explicit for students because they provide an organizational schema for interrelating knowledge from various science fields into a coherent and scientifically-based view of the world.

Dimension 3: Disciplinary Core Ideas

Disciplinary core ideas have the power to focus K–12 science curriculum, instruction and assessments on the most important aspects of science. To be considered core, the ideas should meet at least two of the following criteria and ideally all four:

- Have **broad importance** across multiple sciences or engineering disciplines or be a **key organizing concept** of a single discipline;

- Provide a **key tool** for understanding or investigating more complex ideas and solving problems;
- Relate to the **interests and life experiences of students** or be connected to **societal or personal concerns** that require scientific or technological knowledge;
- Be **teachable** and **learnable** over multiple grades at increasing levels of depth and sophistication.

Disciplinary ideas are grouped in four domains: the physical sciences; the life sciences; the earth and space sciences.

Each of the above curricula described above correlate with or surpass current Common Core standards providing intentional and coherent structure to develop rich content knowledge within and across grades.

FOREIGN LANGUAGE INSTRUCTION

As a fundamental piece of our proposal for a unique elementary school, the Spanish language (Foreign Language in the Elementary School-FLES) will be taught beginning at the kindergarten level by exposing the student in frequent, consistent and progressive conversational use. Using the Hopkins Public Schools (Hopkins, Minnesota) scope and sequence, TACS will establish a school environment rich with visual cues consisting of vocabulary, photos and posters of topics being taught, as well as activities involving games and songs in Spanish. Teachers will be hired that are familiar with the language or willing to learn the language with the students. They will be accountable for integrating Spanish consciously and consistently in classroom activities with the support of the ELL teacher.

FOCUSED AND FREQUENT FIELD EXPERIENCE OPPORTUNITIES:

Each classroom will partner with a local agri-business (ex. dairy, beef, vegetables and grains farms and related supporting businesses) and have multiple opportunities to

interact with these entities as different seasons and events occur. These short (1-8 miles) trips will provide numerous activities which reinforce PBL, STEM, as well as crosscutting concepts. TACS has budgeted for a small bus which will be available to enable these trips to be scheduled as needed. Engaging student instruction provides a motivating academic learning. Many of these activities will also occur on school grounds with access to a barn/classroom facility and/or greenhouse to be constructed during the first year of our charter providing unique opportunities. Students will be taught by local experts in the subjects of animal husbandry and agrarian support. Thus, the children will be enriched and challenged by real-life rural experiences.

The following list incorporates many of these activities more specifically:

1. Barn/classroom outbuilding with live animal laboratory
2. Greenhouse with direct exposure to food and plant science
3. East River Dairy: large scale 24 hour/day milking dairy farm
4. SUNY ESF: : tour Heiberg Forest to develop student awareness of forest management and environmental science careers
5. Morgan Hill Sugar Shack: local maple syrup production
6. Twin Oaks Dairy: exposure to organic and solar powered farming
7. Cornell University: Agriculture in the Classroom professional development and training

COLLABORATIVE TEACHING

Teacher co-operation and common planning time provides for creative solutions regarding learning difficulties for individual students as well as the successful teaching of specific units of instruction. Teaming insures consistency of language and shared goals as well as academic instruction support and shared school values. TACS believes strongly in building a dynamic education curriculum that is owned by the teaching staff as well as the administration and Board of Trustees. Thus, common planning time and teaming are built into the weekly and monthly TACS schedules.

FLEXIBLE GROUPING OF STUDENTS

With our smaller enrollment, TACS lends itself to flexible grouping and mixed-age activities to experience interaction with peers and younger learners, to model helpful group dynamics, expand questioning and listening skills as well as demonstrate good leadership skills.

Opportunities to plan and share learning activities and projects in a variety of group situations with varied age, personality, and social skills reflect real-world interaction. TACS will provide multiple ongoing opportunities for this style of learning and growing encouraging high school and adult volunteers to assist in these exciting learning activities. We will also encourage college students from SUNY Cortland, Syracuse University, ESF, and Morrisville as well as area high school students who are interested in teaching as a career to volunteer as available.

R-5D COURSE OR SUBJECT OVERVIEW

ENGLISH LANGUAGE ARTS

Lower elementary students will have a 90-minute block of ELA and Spanish language every morning, as well as 40-minute block of ELA – Oral Language/Writing every Tuesday and Thursday.) Upper elementary students will have a 90-minute block of ELA and Spanish every morning as well as a 40-minute block of ELA Writing Lab every Tuesday and Thursday.

Reading-

Instruction utilizing the Core Knowledge Language Arts (CKLA) Program at the kindergarten level will begin in K introducing sounds, letter identification and rich shared oral and written language activities. In Grades 1-4, a variety of guided sequential units incorporate phonics and spelling instruction while exposing students to a variety of literature, poetry and music that also enhance their understanding. Literature about agriculture and the environment, the relevance of science and math to these areas, as well as Spanish culture will be carefully woven into the reading program. The interdisciplinary literary works will be determined by TACS curriculum leader and classroom teacher.

CKLA continues at grades 4, 5, and 6, blending literature and higher-level language and thinking skills. Students will continue to be exposed to a variety of genre, continued rich vocabulary and higher learning skills that encourage the student to examine the author's reliability, motivation and techniques.

Writing to compare, contrast, report and share-

Teachers will utilize CK materials for Integrated Writing Workshop with lessons and projects that reflect NYS guidelines and objectives.

Creative writing -

Instruction will include poetry, song lyrics, fables, imaginative tales and creative advertising projects for items that will be grown and/or sold as part of the school community agri-business activities. All of the above referenced activities will often incorporate agricultural, scientific and environmental knowledge, experiences and information. Opportunities for reflective writing, journaling and interpreting meaning will be included. The TACS daily schedule insures up to 90 minutes per day for Language Arts activities.

Sharing-

Multiple opportunities will be provided for each student to display and share their creative writing pieces, and projects with peers, other grade levels, parents, and the Truxton community. The presentations will occur on and off the TACS school grounds utilizing, when appropriate, community events to showcase and share individual and group projects. Additionally, sharing plays an important role in building social skills including active listening, speaking, and metacognitive thinking all which contribute to TACS key design element of School Family Culture.

MATHEMATICS

Classroom teachers will implement EngageNY math modules during the first year to provide consistency, pacing, reinforcement, and assessment of the students' math skills as well as

accommodations for special needs students. Elementary math resources will continue to be evaluated in order to determine resources for subsequent years.

TACS will use the *FastBridge Math Assessment* a minimum of three times a year to track individual competency and progress. (For more information, please see *Section R-05b Assessment System*). Instructional strategies provided by STEM resources such as *Project Lead the Way* (PLTW) will provide opportunities to investigate, discover, and explore hands-on, relevant math skills and successfully apply acquired skills to new situations. Project Lead the Way (PLTW) is a 21st century, dynamic STEM resource. PLTW provides active, project-based and problem-based learning modules that integrate STEM Math and NGSS Science skills preparing K-6 students for higher level and more rigorous math and science concepts. Scaffolding for ELL students is also included.

(Both the lower and upper elementary students will have a 50-minute math class every morning, followed by a 40-minute applied math and STEM lesson on Mondays, Wednesdays, and Fridays.)

MATH, TECHNOLOGY, ENGINEERING AND SCIENCE (STEM)

Instruction based on STEM guides and resources will utilize locally available skills and expertise as well as local college and state resources. Teachers will be trained in techniques to encourage students to ask questions and use critical and creative thinking to solve real-world problems. Learning tasks will provide rigorous standards for meaningful implementation of the integration of knowledge acquired in these areas. TACS will incorporate the NYS Common Core Mathematics Standards and the Next Generation Science Standards as endorsed by the National Science Teachers Association (NSTA). A minimum of 105 minutes each day is allotted for Math/Science instruction and activities.

SCIENCE

PLTW will be used to enhance our STEM project-based learning activities by providing classroom lessons that employ critical thinking as they design, construct and build projects utilizing both math and science knowledge that support technology and engineering principles.

The *Project WILD* program will provide further opportunities for science enrichment and exploration in our rural setting. The *Food, Land and People* (FLP) curriculum resources will assist students in selecting and growing appropriate vegetables to cultivate in conjunction with our Rural Life Lab activities. Additional resources and guidance in developing an understanding and respect for agriculture in the local economy are also available through Cornell Cooperative Extension of Cortland County and the National Agriculture in the Classroom organization and website. *(Both the lower and upper elementary students will have a 45-minute Science/Rural Life Lab/Environmental Education class every day.)*

ELEMENTARY SPANISH INSTRUCTION

This curriculum will provide structural and educational implementation guidelines for TACS with the goal of 90/10 ratio of teaching English to Spanish. The program will be introduced to Grades K, 1, and 2 during the first year and faculty will present the benefits and challenges of a FLES (Foreign Language in the Elementary School) program to TACS parents during orientation activities preceding the school year.

This curriculum directly addresses many of the objectives for charter school success in NYS. By beginning Spanish language instruction in the earliest grade and continuing to prioritize the program at every grade level, TACS will provide an expanded learning opportunity for all students, improving their intellectual capabilities and creating an innovative teaching experience not only for the students, but for the staff and families.

Hopkins has implemented the Spanish FLES (Foreign Language in the Elementary School) program in kindergarten through fifth grade.

- Children have Spanish instruction three times each week; 20 minutes per session in kindergarten, 30 minutes per session in grades 1, 2, and 3.
- We will be adding a grade level each year through grade 6.
- The Spanish program is focused both on Spanish language proficiency, and cultural knowledge and understanding.
- Class language instruction is primarily in Spanish.

- Curriculum is aligned with Hopkins content standards in language arts and social studies with inclusion, where applicable, with TACS’s key design elements.
- Students that complete grades K-6 in TACS will be prepared for Spanish level II in middle school, with a range of advanced level Spanish course offerings available through high school. Some of these courses provide college credit to students.

Spanish learning by the year - Each year, our Spanish curriculum focuses on different themes and cultural concepts. The chart below demonstrates what our students will learn kindergarten through fifth grade levels. “In order for our students to reach higher levels of world language proficiency by grade 12, we need to implement a program starting in kindergarten that is continuous.” —Lisa Sohn, World Language Coordinator (2016)

Kindergarten

- Greetings
- Colors
- Family
- Body parts
- Winter clothing
- Shapes
- Farm animals
- Community helpers

First Grade

- Health: emotions/ feelings
- Insects
- Food
- Transportation

Second Grade

- Emotions

- Sports
- Plant life
- Maps and geography
- Animals of the Rain Forest

Third Grade

- Personal Descriptions
- Solar System
- Branches of government
- The Marketplace

Fourth Grade

- Daily Routines
- North American Geography
- Nutrition
- The Water Cycle

Grade Five

- Classroom Routines
- Mayan and Aztec Culture
- Biographies and Interviews
- Habitats

SOCIAL STUDIES

Incorporating the varied history and geography of Central New York, TACS teachers will incorporate a CKHG curriculum that expands the student’s understanding and appreciation of these subjects. Using “real world, student-centered learning,” students will visit a variety of local geographic phenomena, museums, and historic sites linking text to the real world.

Geography- Using CCHG and local resources, TACS will require mastery of United States political and geographical information; our relative location compared to political and geographic world facts and include countries that rely primarily on the Spanish language will guide our selection of criteria in this area. Use of local topographical and political maps representing the greater Truxton and Cortland County environment as well as unique sites such as Labrador Pond, Tinkers Falls and Hieberg Forest in the surrounding area will be the location of many learning adventures and opportunities.

History- Focus on local, New York State and American history using authentic documents, field trips, historical biographies, and age appropriate colonial stories. The local Railroad Depot Museum will be an important source for authentic documents and local community history as well as other Cortland County and Onondaga County museums.

Government- Instruction will be derived from historical, colonial and Early American Documents; Declaration of Independence, U.S. Constitution, Bill of Rights, etc.

Teachers will use the framework provided by the CKCS materials to ensure content continuity between grades and assessment of the students' overall learning in these areas. *(All students will have 45 minutes of Social Studies every day of the week.)*

Integration of history, geography and government knowledge into Language Arts/Literacy activities will be in addition to the 45 minutes daily for direct instruction/project developments in these subject areas.

TOPICS AND KEY IDEAS OF HISTORY AND GEOGRAPHY TOOLKIT INQUIRIES

KINDERGARTEN-GRADE 4 INQUIRY TOPICS AND KEY IDEAS

Grade	Inquiry 1	Inquiry 2	Inquiry 3	Inquiry 4	Inquiry 5	Inquiry 6
K	<u>Identity</u> K.1	<u>Holidays</u> K.2, K.3, K.8	<u>Civic Ideals</u> K.4	<u>Rules</u> K.5	<u>Maps and Globes</u> K.6	<u>Wants & Needs</u> Key Idea K.9
1	<u>Family Diversity</u> 1.1	<u>Global Citizenship</u> 1.3	<u>The President</u> 1.4	<u>Maps and Geography</u> 1.5	<u>Family Stories</u> 1.7 and 1.8	<u>Economic Choices</u> 1.10
2	<u>Urban, Suburban, and Rural</u> 2.1	<u>Symbols</u> 2.3	<u>Civic Ideals and Practices</u> 2.3 and 2.4	<u>Geography, Humans, and Environment</u> 2.5	<u>Community History</u> 2.6 and 2.7	<u>Economic Interdependence</u> 2.8 and 2.9
3	<u>Geography</u> 3.1, 3.2, 3.3	<u>Globalization</u> 3.2, 3.6, 3.10	<u>Cultural Diversity</u> 3.4 and 3.5	<u>Leadership and Government</u> 3.7	<u>Children's Rights</u> 3.8	<u>Global Trade</u> 3.10

4	<u>New York Geography</u> 4.1 and 4.2	<u>Manhattan Purchase</u> 4.3	<u>Government and Citizens</u> 4.4	<u>Call for Change</u> 4.4 and 4.5	<u>Industrialization</u> 4.6	<u>Immigration</u> 4.7
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HUMANITIES: MUSIC, ART, DRAMA, AND DANCE

The Truxton community has a rich history of music, art, drama and dance that TACS will incorporate into a curriculum that is guided by CKCS art and music resources. CKCS recognizes humanities as an essential part of learning and communicating ideas and feelings while learning the value of different art forms. CKCS provides specific support for the Arts and Music (CKArts, CKMusic) believing early instruction in the arts should be noncompetitive and provide many opportunities to sing, dance, listen to music, play act, read and write poetry, draw, paint, and make objects.

Music Appreciation:

Students will be exposed to a wide variety of music from jazz to orchestral music, as well as vocal music that includes spirituals, folk songs, and patriotic songs. They will learn about composers and their music, the elements of music (such as beat and rhythm), basic notation, families of instruments, and vocal ranges. Students will be encouraged to participate in instrumental lessons as well as vocal music lessons that develop an ability to read music, develop a sense of rhythm and replicate simple patterns of written music. The school day will provide varied instruction techniques including guided lessons, independent activities, and musical instruction. This curriculum will be enriched by including Spanish music and introducing traditional instruments and how they were enjoyed in Early American life. Many of these activities will be offered or enhanced during the extended school day.

ART

The CKArt program delivers a well-planned curriculum which builds on vocabulary, various forms of media, encourages kinesthetic learners through movement, fosters imagination, and creativity. At TACS, children will be exposed to fine paintings, great music, and other inspiring examples of Art. As children progress in their knowledge and competencies, they will begin to learn more about “the methods and terminology of the different arts, and become familiar with an ever wider range of great artists and acknowledged masterworks.”

Students will be introduced to a variety of age-appropriate techniques and creative experiments that develop artistic skills and confidence in the many varied projects they will accomplish at all grade levels in Truxton Academy Charter School. Student art projects will be included as an assessment tool for instruction and displayed prominently in the community and around the school building. Truxton Academy Charter School will encourage each student to share their skills in all aspects of artistic endeavor.

PERFORMING ARTS

Students with the collaboration of staff and grade levels will create and present programs, plays and concerts for the benefit of parents and the Truxton community. The children will demonstrate skills and abilities learned in the preceding sections of the curriculum, acquire confident language and performance skills before an audience and develop an appreciation for performances of great artists and classic theater productions. Student art projects and stage performances will be further developed during the extended day session at the end of each school day.

As Clark et al (2013) observed, “The length of the school day and how time is used...are significantly associated with impacts.”⁹ *(All students will have two 45-minute art classes and two 45-minute music classes per week.)*

PHYSICAL EDUCATION AND WELLNESS

TACS will use *Project Adventure*-based physical activities as a framework for compliance with NYS Physical Education Learning Standards. Project Adventure lesson plans explore core themes of curriculum based on appropriate student grade level. The physical exercises are designed to enhance the social and emotional learning of students encouraging teamwork and problem solving while engaged in healthy challenging activities. Learning adventures are specific to learning outcomes and aligned to state and national standards.

In addition to traditional physical education (PE) activities, students will have opportunities for hiking, cross-country skiing, snowshoeing, gardening, and maintaining domestic animal areas, simple construction, orienteering, and other physical activities appropriate for their age and ability. The Town of Truxton has local access to several ADA-accessible areas, including the Labrador Hollow Unique Area, the Tinker Falls Trail and Labrador Mountain Ski Center, providing additional opportunities for students with special needs to learn with their peers. Caring for gardens, young farm animals and poultry in the Rural Life Lab, students will learn the importance of healthy bodies as well as healthy lifestyle choices as they mature. *(A minimum of 45 minutes daily is scheduled for Physical Education/Wellness activities.)*

TECHNOLOGY AND LIBRARY

Many rural students in our particular area of New York State have limited or no access to high speed Internet or “smart” phone service in their homes. Using NYS Learning Standards for Technology, TACS will embrace the responsibility of exposing all students to the responsible use

⁹ Tuttle, C. C., Gill, B., Gleason, P., Knechtel, V., Nichols-Barrer, I., & Resch, A. (2013). *KIPP middle schools: Impacts on achievement and other outcomes. final report.*

of the Internet as well as the digital skills needed to explore, confirm, and transfer information. The framework for teaching these skills will be provided with careful selection of commercial curriculum resources and teacher-designed units of study.

TACS school library will have a vital role to providing access to information and sometimes social and technical programming. Library skills will be taught in conjunction with classroom studies and projects to teach students library organization and use of fiction and non-fiction print and media resources.

R-5E PROMOTION AND GRADUATION POLICY

Truxton Academy Charter School will meet the academic and social needs of struggling students using guidelines created collaboratively by administration, the teaching staff, and academic support team. These guidelines will reflect the best practices for supporting and improving the child's academic success and well-being. Any decision for a specific placement will be a shared among TACS teachers, parents, and administration. Being a smaller school population, any intervention will be done individually and supportively in order to maintain a positive and engaged learning atmosphere for the student and classmates. In the rare event a child continues to struggle despite all individualized academic and emotional intervention efforts to support the child, a collective decision by TACS, and parents will be discussed to determine the best possible placement for the child.

TACS's promotion standards align with our mission to **"cultivate an enthusiasm for learning"** and **"use real world, student-centered learning to plant a strong foundation for academic success."** PBL, a key design element, will help students develop skills as well as approach and master new learning experiences. Our promotion standards reflect the growth of problem-solving skills in conjunction with scholastic achievement for each student and the overall academic success of our school. TACS will maintain high academic standards and expect learning success from each student, leading to grade-level promotion. The learning and teaching framework will further each child's acquisition of knowledge as demonstrated by the assessment system (*Section R-05b Assessment System*). With consistent assessment and timely

academic intervention when needed, the possibility of grade retention will be remote. Poor performance on assessments will immediately engage the RTI process and a collaborative plan to correct the student's achievement deficiencies.

Student achievement of grade level mastery of content and skill sets will be reflected in quarterly ***Student Report Cards*** showing *Level 4-Mastery, Level 3-Proficiency, Level 2-Working towards Proficiency* and *Level 1-Not Yet Proficient* at this level. This will alert parents to their children's strengths and weaknesses in achieving grade level benchmarks and describe how any Level 1 and Level 2 areas will be specifically addressed. The Head of School will oversee this process and ensure appropriate services are provided to the child. When a change in educational plan is needed, the Head of School and teachers will meet to assess and create a plan with the assistance of the parents.

If a student does not meet promotion standards, TACS staff will carefully evaluate whether a student would benefit from repeating a grade. They will consider a range of indicators including: achievement of grade-level benchmarks in ELA, Math, and Science, extended absence, classroom formative and summative assessment data, anecdotal records, standardized test records, RTI data and examples of student work (portfolio). Parents of students being considered for retention will be alerted as early as possible, no later than the end of February of the current school year. Once a student is identified as being in jeopardy of retention, teachers will create a targeted academic plan to help prevent it. They will also work with parents to offer suggestions for out-of-school intervention as available and at-home activities that might be helpful. Summer school will also be recommended. For students who have received extensive intervention throughout the school year with little progress, a referral for assessment may be made to determine if a learning disability exists.

RESPONSE 5 - PROGRAMMATIC AUDIT

Purpose and Objectives

TACS has been designed to meet the needs of a rural community, providing a unique educational program with rigorous academic standards that exceed neighboring school districts. It is designed to specifically represent the needs and interests of the Truxton community. We are obligated to fulfill this commitment to provide high student achievement, focused, responsible leadership, and public accountability.

Therefore, TACS will implement a rigorous evaluation process that is both relevant to achieving these goals in the short term while also looking for guidance in providing long-term direction as an outstanding institution of learning. Results of these evaluations will be shared with the extended community and stakeholders with comments invited and incorporated into future programs.

Overview of Program Assessment

Assessment of TACS incorporates several areas of evaluation during the initial charter period. The term “assessment” includes “all activities that teachers and students undertake to get information that can be used analytically to alter teaching and learning.” (Blake and William, 1998). However, in a charter school situation, evaluation of educational goals, effectiveness of the Board of Trustees, and success of the charter school Head of School and Academic Leadership Team must also be considered.

As the design of the TACS program evolves, ongoing assessment of each of these areas is important to the end result of graduating confident, capable students with high academic skills. Truxton Academy Charter School endorses the classroom assessment concept as represented in the “Professional Learning Community Model.” (*What is a “Professional Learning Community”*, DuFour, Richard, Educational Leadership/May 2004). This program, which requires school-wide collaboration and shared efforts and responsibilities, can be extremely effective when implemented in a consistent, supportive, and accountable environment. The model seems especially appropriate for our small rural school and reflects the desire and need for a highly collaborative learning experience in order to effectively integrate the many unique aspects of our vision and goals while insuring academic success.

Assessment of Classroom Teachers

Teachers at TACS will work together on a self-evaluation instrument which will:

- Collaborate successfully in a team environment concerning curriculum development and effective student assessment.
- Demonstrate timely and directed intervention skills with struggling learners.
- Carefully analyze student assessment results incorporating teaching strengths/weaknesses as part of that analysis
- Effectively integrate the different subject-area curriculums to be meaningful, relevant and cohesive.
- Utilize hands-on, project-based learning activities as an integral part of learning plans.
- Confidently incorporate STEM and Next Generation methods of inquiry and exploration in context with content taught.

Assessment of Board of Trustees and TACS Head of School and Support Team

The TACS Board of Trustees will ask for a critique of its effectiveness and program support with the operation of the Truxton Academy Charter School. This assessment will be sought annually at the conclusion of the academic school year with feedback requested from TACS Administration and Teachers, support staff, parents and the extended Truxton community. A letter requesting honest feedback both positive and negative will be distributed to these groups as well as neighboring school districts and also posted in the local newspaper. Results will be shared at the September Board of Trustees Meeting with observations and recommendations included in the report.

Board of Trustees assessment will include:

- Quality of communication with Head of School and Faculty.
- Evidence of sound fiscal practices and conscientious use of TACS funds.
- Accountability and involvement of individual Board Members in providing leadership and maintaining the mission of TACS.
- Relationship with the TACS parents, the Truxton Community and neighboring school districts.

Evaluation of the TACS Head of School and Academic Leadership Team will be shared by the teaching faculty, support staff, the Board of Trustees and parents. This evaluation will also be performed before the close of each academic school year and will focus on evidence of administrative and team building skills, effectiveness of supporting the mission and vision of

TACS as well as suggestions for improvement in the areas of assessment and curriculum. This instrument will be created with collaboration from both the TACS faculty, Board of Trustees and Founding team members and shall include:

- Quality of communication with the Board of Trustees, TACS faculty and support staff.
- Timely feedback in response to questions concerning TACS's curriculum, programs and any other questions private or public entities may have.
- Professional and collaborative assessment of all aspects of Truxton Academy Charter School faculty and staff.
- Effective positive lines of communication with neighboring school districts.

Financial Accountability will be provided with the support of a Certified Public Accountant having familiarity and experience with public school budgets. All financial documents will be shared with parents and the greater Truxton community through the Board of Trustees.

Curriculum evaluation and student assessment will be assigned to the R/E/D Group Consulting Firm. This group has representation on our Professional Advisory Panel and will be available to answer questions concerning curriculum and assessments on a regular basis, through an objective lens.

**R-06a School Calendar
Proposed 1st Year
Calendar**

**Truxton Academy
Charter School
2019-2020 Calendar**

August 2019

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

September 2019

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October 2019

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November 2019

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December 2019

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

**192 Student Days
209 Staff Days
1,152 Hours of Instruction**

August-September

Aug. 5-23 Teacher Institute
Aug. 26 First Day of School
Aug. 26-29 Learning Experience
Aug. 30 Staff Development
Sept. 2 Labor Day

October

October 14 Columbus Day

November

Nov. 11 Veteran's Day
Nov. 28-29 Thanksgiving Recess

December

Dec. 23-Jan 1 Holiday Recess

January

Jan. 1 New Year's Day
Jan. 20 Martin L King Day

February

Feb. 17-21 Winter Recess

April

April 13-17 Spring Recess

May

May 25 Memorial Day

June

June 24 Last Day of School
June 25 Staff Development

**Staff Development &
Student Program at School:**

First Friday afternoons of each
month October - June

**Summer Session
July 6-31 Mornings**

January 2020

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February 2020

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March 2020

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April 2020

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May 2020

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June 2020

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

**Truxton Academy Charter School
2019-2020 Proposed School Calendar
Summarized By Quarters**

Truxton Academy Charter School Academic Calendar 2019-2020	
Teacher Institute – Professional Development	Monday, August 5– August 23
Quarter 1 (47 Instructional Days): Monday, August 26 – Friday, November 1	
First day of school	Monday, August 26
Introductory Learning Experience	Monday, August 26 – Thursday, August 29
Professional Development (No School)	Friday, August 30
Labor Day (No School)	Monday, September 2
Columbus Day (No School)	Monday, October 14
Last day of Quarter 1	Friday, November 1
Quarter 2 (48 Instructional Days): Monday, November 4 – Friday, January 24	
Veteran’s Day (No School)	Monday, November 11
Thanksgiving Holiday (No School)	Thursday, November 28 - Friday, November 29
Holiday Break (No School)	Monday, December 23 – Wednesday, January 1
School Begins in 2019	Thursday, January 2
Martin Luther King Day (No School)	Monday, January 20
Last day of Quarter 2	Friday, January 24
Quarter 3 (50 Instructional Days): Monday, January 27 – Friday, April 10	
Winter Recess (No School)	Monday, February 17 – Friday, February 21
Last Day of Quarter 3	Friday, April 10
Quarter 4 (47 Instructional Days): Monday, April 20 – Wednesday, June 24	
Spring Recess (No School)	Monday, April 13 – Friday, April 17
Memorial Day (No School)	Monday, May 25
Last day of School & Quarter 4	Wednesday, June 24
Staff Development	Thursday, June 25
Tentative Summer Schedule (mornings)	Monday, July 6 - Friday, July 31
Total Staff Days	209 days
Total Instructional Days	192 days
Total Number of Hours of Instruction	1,152 hours
Total Number of Half Days	0
Total Number of Student Full Days	192 days
Total Number of Professional Days (17 full days + 9 First Friday afternoons)	20 days
Total Active Days	209 days

R-06AC – CALENDAR AND SCHEDULES - NARRATIVE

R-06 (A) SCHOOL CALENDAR

A typical day at the Truxton Academy Charter School is expected to begin at 8:15 a.m. and end at 3:15 p.m. The Extended Day program is scheduled for 3:15 p.m. to 4:15 p.m. The School expects to provide 192 full days of instruction for students and 209 staff days during the 2019-2020 academic year. The first day of classes for students is August 26th and the last day is June 24th. The school year is organized by quarters. All planned holidays and recesses are noted on the calendar. The proposed time allocated for TACS's Professional Development is: August 5th – 23rd (Teacher/Staff Institute) = 15 days, August 30th = 1 day, June 25th = 1 day plus the First Friday afternoons (1:00 – 3:00 p.m.) of each month x 9 months = 3 days for a total of 20 days. This schedule will allow staff time to work together to improve and adjust instruction to meet student needs as well as plan school/community activities.

While teachers are participating in these Monthly Staff Development Sessions on the first Friday afternoons in October - June, students will participate in a Learning Enrichment Program at School. These "First Fridays" will provide time for Study Buddies (older students paired with and mentoring younger students) to rotate in small groups and participate in enrichment activities with our Art, Music and Physical Education teachers plus community volunteers. During our Planning Year, the Applicant Group will develop a plan for "First Fridays" that incorporates our assessment goals and Key Design Elements. A coordinator will work with TACS's Art, Music, and Physical Education teachers, Academic Advisory Panel members and community volunteers to plan and prepare for this program.

Extended Day & Summer Programs: TACS expects to offer the Extended Day and Summer Programs for both remedial support and enrichment starting in Year 1. The Extended Day Program will run from 3:15-4:15 p.m. on school days. The Summer Program for Year 1 is expected to take place mornings for 4 weeks, July 6 - 31, 2020. Both programs will focus on supporting struggling students as well as providing enrichment opportunities for all children interested in exploring new and innovative learning opportunities. Struggling students will be strongly encouraged to participate in both Extended Day and Summer School programs. The Institute of Education Sciences published a report summarizing a review of research studies on increased learning time (e.g. after-school programs, summer school programs).¹ A key finding revealed that increased learning time improved the literacy achievement of students performing below standards.

¹ Kidron, Yael & Lindsay, Jim, (2014). The effects of increased learning time on student academic and nonacademic outcomes: Findings from a meta-analytic review. Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, U.S. Department of Education.

R-06 (B) SAMPLE STUDENT SCHEDULE - LOWER ELEMENTARY

A Typical School Day for Lower Elementary Children

Children start their day the “Brain Smart Way” with positive activities from **Conscious Discipline**. When their bus arrives around 8:00 a.m., teachers greet the children with high fives or hugs as they enter the building and arrive at their classrooms. After breakfast, children participate in Circle Time that includes: a song, the Pledge, Calendar (in English and **Spanish**), Schedule for the Day, and Student Jobs. At TACS, every child has a classroom job.

During the **English Language Arts (ELA)/Spanish** block from 8:30 a.m. to 10:00 a.m., the topic is Plants from the NYS K Language Arts Listening and Learning Strand. The teacher reads *From Seed to Plant* by Gail Gibbons. The class visits the outdoor gardening area to identify, draw, and care for the plants located there. A small group at the **Guided Reading Center** reads “How Plants Grow.” At the **Writing Center**, children draw a picture of a plant and write the name of each plant part on the picture. At the **Independent Reading Center**, children choose plant books to read. At the **Science Center**, children examine real plants with magnifying glasses and build a model plant. The **Special Education** teacher or Assistant accompanies 2-3 identified students who have IEPs, providing support as needed.

The children have a 10-minute **Fitness Break** at 10:10 a.m. to walk around the school outdoors and/or do physical exercises.

During the **Math** Block from 10:10-11:00 a.m., students practice oral counting as a group in sets of 2s. The teacher introduces 2-dimensional shapes – circle, square, triangle, etc. Using precut patterns, the class identifies and plays a game with different sizes and shapes followed by an outdoor Shape Hunt. On Tuesdays and Thursdays, ELA – Oral Language and Writing are scheduled from 11:00-11:40 a.m. **Applied Math** and **STEM** take place from 11:00-11:40 a.m. on Monday, Wednesday, and Friday. The **Applied Math** lesson is Comparison of Length and Weight. Mrs. Reakes, a TACS local business partner, brings a variety of vegetables (e.g. squash, carrots) for the children to weigh, measure, record and chart their weight, length, and width. Lunch and Recess are scheduled for 11:40 a.m. - 12:15 p.m.

During **Social Studies** at 12:15-1:00 p.m., the topic from the Common Core Standards is Traditions and Holidays. The ELL teacher and classroom teacher help the children brainstorm a list of holidays in the U.S. and **Spanish**-speaking countries. Students establish a new class holiday, A Kindness Day, and invite other classes to join in the celebration. They create kindness cards and a Kindness Board where they record acts of kindness each day.

For **Fitness and Health** from 1:00 to 1:45 p.m., the children go to the Gym or outdoors for activities with the Physical Education teacher. **Science, Environmental Education and Rural**

Life Lab are from 1:45-2:30 p.m. Today the children learn to care for the lambs in the barn in the Rural Life Lab. The farmer who loaned 2 of his lambs to TACS joins the children in the barn. He shares photos of the lambs when they were born and shows how to feed, water and care for them. **Art, Music or Library/Media** are scheduled for 2:30-3:05 with special teachers.

Dismissal is 3:15 p.m. The **Extended Day Program** is held from 3:15 to 4:15 p.m.

**Minimum Number of Weekly Minutes
Lower Elementary**

Subject	Weekly Minutes
English/Language Arts	530
Mathematics	310
Science	285
Social Studies	225
Total for Core Academic Subjects	1350
Art, Music and Library	225
Fitness and Health	225
Total for Other Subjects	450
Total Number of Instructional Minutes Per Week	1800

RESPONSE 6 B: SAMPLE WEEKLY STUDENT SCHEDULE - LOWER ELEMENTARY

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Breakfast & Circle Time	Breakfast & Circle Time	Breakfast & Circle Time	Breakfast & Circle Time	Breakfast & Circle Time
8:30-10:00	ELA & Spanish	ELA & Spanish	ELA & Spanish	ELA & Spanish	ELA & Spanish
10:00-10:10	Fitness Break	Fitness Break	Fitness Break	Fitness Break	Fitness Break
10:10-11:00	Math	Math	Math	Math	Math
11:00-11:40	Applied Math & STEM	ELA – Oral Language/ Writing	Applied Math & STEM	ELA – Oral Language/ Writing	Applied Math & STEM
11:40-12:15	Lunch & Recess	Lunch & Recess	Lunch & Recess	Lunch & Recess	Lunch & Recess
12:15-1:00	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
1:00-1:45	Fitness	Fitness	Fitness	Fitness	Fitness
1:45-2:30	Science, Rural Life Lab Environ. Ed.	Science Rural Life Lab Environ. Ed.			
2:30-3:15	Art	Music	Library/Media	Art	Music
3:15-4:15	Extended Day & Tutoring	Extended Day & Tutoring	Extended Day & Tutoring	Extended Day & Tutoring	Extended Day & Tutoring

R-06 (B) SAMPLE STUDENT SCHEDULE - UPPER ELEMENTARY

A Typical School Day for Upper Elementary Children

Upper elementary children start their day the “Brain Smart Way” with positive activities from **Conscious Discipline**. When their bus arrives around 8:00 a.m., teachers greet the children as they enter the building and arrive at their classrooms. After breakfast, children prepare for the day with an opening song, the Pledge, Calendar (in English and **Spanish**), Daily Schedule, and review of Student Jobs. Every student has a classroom job in TACS.

The **English Language Arts (ELA)/Spanish** block is scheduled from 8:30 - 10:00 a.m. The **Special Education** teacher or Assistant works with identified students who have IEPs, providing support as needed. A 10-minute **Fitness Break** takes place from 10:10 a.m. to walk around the school outdoors and/or do physical exercises.

The upper elementary children’s **Math** Block is scheduled from 10:10 a.m. to 11:00 a.m. followed by **Applied Math** and **STEM** is from 11:00-11:40 a.m. on Mondays, Wednesdays, and Fridays. Upper elementary students have an ELA Writing Lab on Tuesdays and Thursdays from 11:00 to 11:40. **Science, Environmental Education** and **Rural Life Lab** are scheduled from 11:40-12:25.

The children eat lunch and have recess from 12:25 to 1:00 p.m. **Social Studies** and **Character Education** are scheduled for 1:00 to 1:45 p.m. The students have **Art, Music, or Library/Media** from 1:45 to 2:30 p.m. with special teachers. For **Fitness and Health** from 2:30 to 3:15 p.m., the students go to the Gym or outdoors with the Physical Education teacher. **Dismissal** is 3:15 p.m. and the **Extended Day Program** is held from 3:15 to 4:15 p.m.

**Minimum Number of Weekly Minutes
Upper Elementary**

Subject	Weekly Minutes
English/Language Arts	530
Mathematics	310
Science	285
Social Studies	225
Total for Core Academic Subjects	1350
Art, Music and Library	225
Fitness and Health	225
Total for Other Subjects	450
Total Number of Instructional Minutes Per Week	1800

RESPONSE 6B: SAMPLE WEEKLY STUDENT SCHEDULE - UPPER ELEMENTARY

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Breakfast & Prepare for Day	Breakfast & Prepare for Day	Breakfast & Prepare for Day	Breakfast & Prepare for Day	Breakfast & Prepare for Day
8:30-10:00	ELA & Spanish	ELA & Spanish	ELA & Spanish	ELA & Spanish	ELA & Spanish
10:00-10:10	Fitness Break	Fitness Break	Fitness Break	Fitness Break	Fitness Break
10:10-11:00	Math	Math	Math	Math	Math
11:00-11:40	STEM & Applied Mat	ELA Writing Lab	STEM & Applied Math	ELA Writing Lab	STEM & Applied Math
11:40-12:25	Science, Rural Life Lab Environ. Ed	Science Rural Life Lab Environ. Ed	Science Rural Life Lab Environ. Ed	Science Rural Life Lab Environ. Ed.	Science Rural Life Lab Environ. Ed
12:25-1:00	Lunch &	Lunch &	Lunch &	Lunch &	Lunch &

	Recess	Recess	Recess	Recess	Recess
1:00-1:45	Social Studies				
1:45-2:30	Art	Music	Media/Tech	Art	Music
2:30-3:15	Fitness/Health	Fitness/Health	Fitness/Health	Fitness/Health	Fitness/Health
3:15-4:15	Extended Day & Tutoring				

R-06 (C) SAMPLE TEACHER SCHEDULE - LOWER ELEMENTARY

A Typical Teacher Day and Week for Lower Elementary Teachers

A typical teacher day for lower elementary teachers starts at 7:30 a.m. with prep time in the classroom or a once a week staff meeting with the Head of School.

The children start arriving at 8:00 a.m. for Breakfast and the Class Meeting to start the day. The English/Language Arts block takes place from 8:30-10:00 a.m., followed by a 10- minute Fitness Break. Basic Math skills are taught from 10:10 to 11:00 a.m. Applied Math and STEM (Monday, Wednesday, and Friday) or ELA Oral Language/Writing (Tuesday and Thursday) are scheduled from 11:00 – 11:40 a.m. The teacher’s Lunch Break is 11:40 a.m. -12:15 p.m.

The teacher teaches Social Studies from 12:15 - 1:00 p.m. From 1:00 – 1:45 p.m. while the children are at Fitness/Health with the Physical Education Teacher, the classroom teacher has 45 minutes of Prep Time. The Science, Rural Life Lab, Environmental Education Block is scheduled from 1:45 to 2:30 p.m. While the children are attending Art, Music or Media/Tech with Special teachers from 2:30 – 3:15 p.m., the classroom teacher has 45 minutes p.m. to meet and plan with the Grade Level team and/or the Special Education staff to collaborate and create RTI action plans for students who score below benchmark.

From 3:15-4:15 p.m., lower elementary teachers tutor struggling students and contact or meet with parents.

**Time Devoted to Teaching Assignments & Planning
Lower Elementary**

Subject	Weekly Minutes
English/Language Arts	530
Mathematics	310
Science	285
Social Studies	225
Total for Core Academic Subjects	1350
Preparation Time	375
Planning with K-2 team, Special Education Staff, etc.	225
Tutoring, Parent & Staff Contacts	300
Total for Other Activities	900
Total Per Week	2250

Sample Weekly Teacher Schedule - Lower Elementary

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:30	Prep & Prepare for Day	Prep & Prepare for Day	Prep & Prepare for Day	Prep & Prepare for Day	Prep & Prepare for Day
8:30-10:00	ELA & Spanish	ELA & Spanish	ELA & Spanish	ELA & Spanish	ELA & Spanish
10:00-10:10	Fitness Break	Fitness Break	Fitness Break	Fitness Break	Fitness Break
10:10-11:00	Math	Math	Math	Math	Math
11:00-11:40	Applied Math & STEM	ELA – Oral Language/Writing	Applied Math & STEM	ELA – Oral Language/Writing	Applied Math & STEM
11:40-12:15	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
12:15-1:00	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies

1:00-1:45	Teacher Prep Time	Teacher Prep Time	Teacher Prep Time	Teacher Prep Time	Teacher Prep Time
1:45-2:30	Science, Rural Life Lab Environ. Ed.	Science Rural Life Lab Environ. Ed.			
2:30-3:15	Planning with Teacher Team	Planning with Teacher Team	Planning with Teacher Team	Planning with Teacher Team	Planning with Teacher Team
3:15-4:15	Tutoring, Parent & Staff Contacts	Tutoring, Parent & Staff Contacts	Tutoring, Parent & Staff Contacts	Tutoring, Parent & Staff Contacts	Tutoring, Parent & Staff Contacts

R-06 (C) SAMPLE TEACHER SCHEDULE –UPPER ELEMENTARY

A Typical Teacher Day and Week for Upper Elementary Teachers

A typical teacher day for upper elementary teachers starts at 7:30 a.m. with prep time in the classroom or a once a week staff meeting with the Head of School. The children start arriving at 8:00 a.m. for Breakfast and Class Meeting to start the day.

English/Language Arts skills are taught from 8:30-10:00, a.m. A 10-minute Fitness Break is scheduled for 10:00 – 10:10 a.m.

Basic Math skills are taught daily at 10:10 to 11:00 a.m. followed by Applied Math and STEM on Mondays, Wednesdays, and Fridays at 11:00-11:40 a.m. An English/Language Arts Writing Lab is held on Tuesdays and Thursdays from 11:00 to 11:40 a.m. Science, Rural Life Lab, and Environmental Education is scheduled for 11:40 a.m. to 12:25 p.m.

The teacher's Lunch Break is 12:25-1:00 p.m. Social Studies is scheduled for 1:00 p.m. to 1:45 p.m. While the children are engaged in Art, Music or Media/Tech with Special Teachers, the teacher has Planning Time from 1:45-2:30 p.m. to meet with the Upper Elementary team and/or the Special Education staff to collaborate and create RTI action plans for students who score below benchmark. While the children are at Fitness/Health with Physical Education Teacher, the classroom teacher has 45 minutes of Prep Time from 2:30-3:15 p.m. From 3:15-4:15 p.m., teachers tutor struggling students and contact or meet with parents.

Time Devoted to Teaching Assignments & Planning Upper Elementary

Subject	Weekly Minutes
English/Language Arts	530
Mathematics	310
Science	285
Social Studies	225
Total for Core Academic Subjects	1350

Preparation Time	375
Planning with K-2 team, Special Education Staff, etc.	225
Tutoring, Parent & Staff Contacts	300
Total for Other Activities	900
Total Per Week	2250

Sample Weekly Teacher Schedule - Upper Elementary

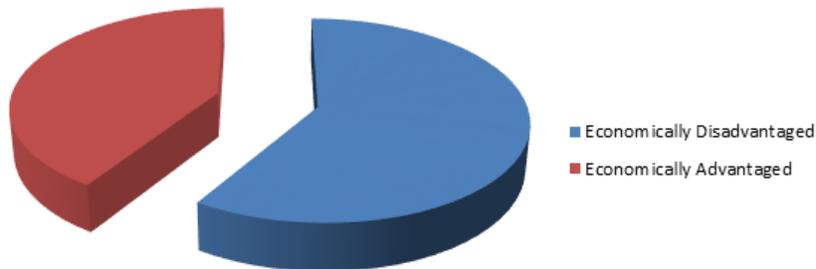
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:30	Prep & Prepare for Day				
8:30-10:00	ELA & Spanish				
10:00-10:10	Fitness Break				
10:10-11:00	Math	Math	Math	Math	Math

11:00-11:40	STEM & Applied Math	ELA Writing Lab	STEM & Applied Math	ELA Writing Lab	STEM & Applied Math
11:40-12:25	Science, Rural Life Lab Environ. Ed.				
12:25-1:00	Lunch Break				
1:00-1:45	Social Studies				
1:45-2:30	Planning with Grade Level Team				
2:30-3:15	Teacher Prep Time				
3:15-4:15	Tutoring, Parent & Staff Contacts				

RESPONSE 7AD - SPECIFIC POPULATIONS

TACS intends to locate in a large rural agricultural area with about 100 livestock farms within a 10-15-mile radius of Truxton, New York. In 2017, 55% of the students enrolled in Cortland County's public schools were designated economically disadvantaged. ¹

Truxton Area Free or Reduced Lunch Populations



In a 2016 survey of local agricultural employees, we discovered that 13 livestock farms employed about 100 Hispanic workers. Nineteen Hispanic children, 8 years old and younger, live on these farms. Currently, the elementary schools in the 6 school districts adjacent to Truxton (Cortland, DeRuyter, Fabius-Pompey, Homer, McGraw, and Tully) do not offer a Bilingual Immersion Language Program for English Language Learners.

We are committed to meeting the needs of all students, including those who are struggling academically, students with disabilities, English language learners, and Gifted and Advanced students. We believe that, with appropriate support, our students will thrive. Research has shown that the learning models we will use have a direct impact on how focused, engaged and motivated our students will be. This impacts the way they learn, transfer their learning, problem-solve, collaborate, and ultimately perform on high stakes assessments (Strobel, J., & van Barneveld, A. (2009); Barron, B., & Darling-Hammond, L. (2008)).

Every level of special needs education will be given a coordinated effort of all staff. The budget for Truxton Academy Charter School has been designed to accommodate the needs of students at risk of academic failure. The number of staff members budgeted for each year will allow a low student-teacher ratio in all areas of special education including struggling, learning disabled, English Language Learners and Gifted & Advanced students. Teacher-student ratios will allow

¹ <https://data.nysed.gov>

teachers to work collaboratively with support staff in small groups of at-risk students. The TACS Student Support Team (SST) includes special education certified staff and English Language Learner (ELL) certified staff. The School's budget shows an increase in Years 4-5 with the addition of the Teacher Aide. A part-time Counselor will be contracted to ensure that specialists are available to work with at-risk students as the student population grows.

<u>Specific Populations Programming Overview</u>	
<p>Resources:</p> <p>(1) Student Achievement Coordinator, SPE certified/credentialed (Years 1-5)</p> <p>(1) Educational Technology Specialist (Years 1-5)</p> <p>(1) Special Education Teacher certified/credentialed (Years 1-5)</p> <p>(4-7) Classroom Teachers, ELL certification preferred, certified/credential</p> <p>(1) English Language Learner (ELL) Teacher, ELL certified/credentialed</p> <p>(1) Teaching Assistant (Year 1) increasing to (2) Teaching Assistants (Years 2-5), possesses or working on Teacher Assistant certification</p> <p>(1) Teacher Aide, in-house trained to work with special needs populations</p> <p>(Budgeted for Years 4-5, may be hired in Year 1, depending on student needs)</p>	
<p>Programs:</p> <ul style="list-style-type: none"> ● After school clubs, tutoring, study groups ● Homework helpers ● Peer/teacher mentoring ● Citizen and character education ● Student government ● Longer school day ● Summer learning opportunities ● Spanish Immersion program ● Community outreach programs 	<p>Reading Recovery:</p> <ul style="list-style-type: none"> ● Response to Intervention (RTI) ● STEM programming ● Core Knowledge Content ● Project Based Learning ● Rural Life Lab ● Community Partnered Learning

Services:

- Assistive technology (outsourced)
- Supplementary Aides and Services
- Related Services such as OT, PT, Speech, Vision therapy (outsourced)
- Academic testing accommodations and academic program modifications
- Behavior Instruction Plans (outsourced)
- Child support team
- Student support team (SST)
- Alternative assessments and modified promotion

Student Achievement Coordinator (Years 1-5)

Our Response To Intervention (RTI) program will be coordinated by the Student Achievement Coordinator working collaboratively with all members of the Student Support Team. Some of the responsibilities of the Student Achievement Coordinator include:

- Training teachers in the RTI process and Special Education program during the Summer Teacher Institute.
- Working with the Special Education Teacher and Educational Technology Specialist in assessment and programming for special education students.
- Regular attendance at team meetings that focus on identifying struggling students, developing intervention strategies, establishing measurable goals and timelines, and reviewing progress. Discussions will utilize all assessment, behavior, and discipline data; observations, records and parent feedback to create an intervention plan.

For more details please see R-11ac Personnel

Special Education Teacher (Years 1-5)

- Conduct and analyze formative and summative assessments to determine special education students' needs
- Use student performance data to design and adjust instructional strategies for SPE students
- Prepare and conduct joyful and engaging daily lessons according to SPE students' identified needs

Classroom Teachers

On site, credentialed position preferably with an English Language Learning Certification
The Classroom Teachers will assist struggling students and their duties include, but are not limited to:

- Generalized assessment through direct and indirect means
- Communication with student, parents and Student Support Team (SST)
- Tutoring
- Regular attendance and participation in teachers' team meetings that focus on identifying struggling students, hypothesizing possible causes, developing intervention strategies, establishing measurable goals and timelines, and reviewing progress. Discussions will utilize data from all assessments, behavior and discipline, teachers' observations and records, and parent feedback. An intervention plan will be developed to assist each struggling student.

English Language Learner (ELL) Teacher

Our ELL teacher will be instrumental in working with our immigrant students who have difficulties due to language barriers. This teacher will be an important team member liaison with the Special Education teacher and Student Achievement Coordinator to determine special needs status.

On site, credentialed position with English Language Learning Certification that shares in the duties of the Classroom Teachers by providing:

- Push-in, pull-out and small group intensive targeted interventions for Tiers 2 and 3 students
- Integrative co-teaching when applicable
- Classroom Teacher consult for Tier 1 students
- On-going education to fellow teachers about strategies and programs available to TACS teaching staff
- Periodic progress monitoring and communication of RTI goals

Therapies, Supplementary Aides & Services

Supports for at-risk learners may include:

<p>Teacher Aide</p> <ul style="list-style-type: none"> ● Preparation of materials ● Group monitoring ● Behavior monitoring ● Clinical Psychologist, contracted with district ● Special needs testing ● BIP's 	<p>After School Teachers</p> <ul style="list-style-type: none"> ● Groups/clubs ● Social & academic support help with homework or reteach class lesson 	<p>Occupational Therapists (contracted, credentialed)</p> <ul style="list-style-type: none"> ● Consult to work with Classroom Teachers & Special Education teacher for focus/ writing/ sensory issues ● Direct whole class, small group or individual sessions through co-teaching
<p>Physical Therapists (contracted, credentialed)</p> <ul style="list-style-type: none"> ● Consult with Classroom/ Special Ed Teachers, if there is a physical need ● Direct whole class, small group or individual sessions through co-teaching 	<p>Speech Therapists (contracted, credentialed)</p> <ul style="list-style-type: none"> ● Consult to encourage good communication practices ● Push-In teaching of scripting for social situations ● Direct whole class, small group or individual sessions through co-teaching 	<p>Community Volunteers</p> <ul style="list-style-type: none"> ● Provide extra adult support during reading and homework time in after school programming ● Counselor (contracted, credentialed) ● Consult to work with Classroom/SPE teachers for behavior, community, social and personal issues

Student achievement in all areas of special populations will be determined by the following:

1. Authentic Assessment Data: Any and all work done on class assignment including homework and classwork, presentations, projects, essays, and portfolios.
2. Behavioral Data: attitudes, attendance, effort, punctuality, discipline and motivation.
3. Curriculum Data.
4. Formative Assessment Data: Any and all teacher made quizzes/tests, FastBridge
5. Summative Assessment Data: New York State Assessments, Web- based assessments

Logistics: The Student Achievement Coordinator, with assistance from the Special Education Teacher, will administer the special education program within the school and serve as the primary liaison to the Committee on Special Education. He or she is responsible for maintaining all confidential records, including Individualized Education Plans (IEPs), in a secure manner and making them available to staff as appropriate. These records will be stored in locked filing cabinets in an administrative office and an access log will be maintained. At the beginning of the year, IEPs will be provided to classroom teachers along with a summary containing a description of the disability, goals (or short-term instructional objectives and benchmarks for students who meet the eligibility criteria to take the New York State Alternate Assessment) and required services.

Coordination & Professional Development: The Student Achievement Coordinator and/or the Special Education Teacher will meet with each Classroom Teacher to review the Individualized Education Plans (IEPs). This will include: goals, responsibilities, accommodations, instructional strategies, and will ensure the privacy of all records. Common planning time will support coordination and collaboration between Classroom Teachers, the Student Achievement Coordinator, Special Education Teacher, Teaching Assistants, and Teacher Aide.

Classroom teachers will receive professional training at the Summer Teacher Institute in August as well as ongoing training to provide them with the skills and knowledge required to effectively identify, support, and evaluate the progress of special education students. This training will include the implementation of Response to Intervention (RTI) Plans and Behavioral Intervention Plans (BIPs) in their classrooms.

R-07(A) STRUGGLING STUDENTS

Definition: A “struggling student” is one whose academic skill levels fall behind those of his peers.

Identification: Truxton Academy Charter School acknowledges that all students have both strengths and weaknesses in their learning styles. We understand that students who begin to struggle academically need quality instruction and intervention strategies immediately. We

know that early intervention at the Kindergarten and 1st grade levels as well as early intervention in the academic year at all grade levels is very important for students' long-term academic success.^{2 3} Our Response to Intervention (RTI) program is designed to quickly catch students before serious failure occurs and provide interventions to help them achieve academic success. It provides intervention options of varying intensity linked to specific learning needs. Parent involvement is encouraged and TACS views the student as an active participant in the educational process. TACS understands and will fully engage RTI as a whole school, community and family effort. We will emulate the three-tiered RTI model used by our neighboring districts. This model is in compliance with the RTI guidelines provided by the NYS Education Department.

The following points sum up TACS identification process of struggling learners:

1. We begin with assessing all of the students' academic skills and determine whether a student's progress shows responsiveness to classroom instruction. We look to see if the student has met our expectations of academic achievement given the rate of achievement shown by his peer group.
2. We estimate the skill gap between the student and typically-performing peers. The struggling student will receive additional instruction from the general education teacher and/or support personnel as needed to meet the student's instructional needs.
3. Each level of RTI (or tier) provides increasing levels of intense instruction. The Student Support Team (SST) determines the rationale for the student's lower academic performance and selects a research-based intervention that is likely to improve academic functioning. Student progress is periodically re-assessed to determine the effectiveness of the intervention(s) chosen. If little or no progress has been determined to have been made, the SST will then decide if more intensive programming is required.
4. A referral to the Committee on Special Education (CSE) will be made by the SST after a student has reached the limit, with little to no response, of multiple, well-implemented RTI interventions.

Strategies: The TACS's implementation of co-teaching with the hands-on approach of Project-Based Learning formats combined with a multi-leveled curriculum through Core Knowledge will give our students' the opportunities to learn both direct and indirect learning presentation styles.

² Burns, M. K., Griffiths, A., Parson, L. B., Tilly, W. D., & Van Der Hayden, A. (2007). Response to intervention: Research for practice. Alexandria, VA: National Association of State Directors of Special Education.

³ Haager, D., Klingner, J. K., & Vaughn, S. (2007). Evidence-based reading practices for response to intervention. Baltimore: Brookes.

RTI will be used as our main method of early intervention. We will identify supplemental research-based curricula during the startup period and design strategies for implementation during the Summer Teacher Institute in August to assist struggling students. This curriculum allows for our teaching staff to reach struggling learners through multiple learning formats. Teachers will be able to select from an array of programs to provide guided practice and appropriate pacing to meet individual student needs. Our RTI model will utilize the following 3-tiered approach for supporting struggling students and identifying possible learning and behavior needs.

Tier 1 - High-Quality Classroom Instruction Target: 80% of student population		
<p>All classroom teachers will be trained in and expected to use differentiated instructional strategies, materials and assessments within their classrooms. Our teacher training, collaboration, and coaching/mentoring model provides frequent opportunities for targeted teacher support within the classroom. Each project is carefully scaffolded to increase participation and deeper understanding of the content.</p>		
Instructional Elements & Assessment	Staffing	Additional Supports Available
<ul style="list-style-type: none"> ● Whole class teaching ● Group testing at most 3 times per year during the academic calendar year 	<ul style="list-style-type: none"> ● Classroom teacher 	<ul style="list-style-type: none"> ● Teacher Assistant ● Community volunteers ● Spanish Language Immersion Teacher ● Collaborative Team Instruction
<u>Strategies supporting this tier include:</u>		
Behavior Intervention <ul style="list-style-type: none"> ● Small Group Instruction 	Academic Interventions <ul style="list-style-type: none"> ● Guided Reading 	

<ul style="list-style-type: none"> ● Development of organizational skills ● Citizen and Academic Awards ● Positive Feedback to Students through various mediums ● Class behavior system 	<ul style="list-style-type: none"> ● Reading/Writing Across the content areas ● Progress Reports ● Teaching Study Habits ● Goal Setting/Reflection ● Grade Level Team meetings with Special Education consult if needed
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Tier 2 - Targeted Interventions
Target: 80% of student population

Tier 2 is organized so that if the additional support does not improve the academic performance, then the student is referred to the Student Support Team (SST). After assessing the information, the SST may suggest appropriate testing to pinpoint further academic need. Student ability grouping will be provided as one of the means for intervention. The classroom teacher, in consultation with the Student Support Team (SST), will determine efficacy of chosen interventions by individual student progress.

Instructional Elements & Assessment	Staffing	Additional Supports Available
<ul style="list-style-type: none"> ● Peer grouping (small group instruction) ● Intervention frequency varies between 3-4 times per week for up to 30 minutes per session ● Frequent progress monitoring (2-4 times per month) ● Re-Assessment every 9-18 weeks 	<ul style="list-style-type: none"> ● Classroom Teacher ● Specialty area teachers across grade level ● After School staff 	<ul style="list-style-type: none"> ● SST referral for Tier 2 services via specialist ● Academic interventions ● Teacher Assistant ● Community volunteers ● Spanish Language Immersion ● Team Instruction

Strategies supporting this tier include:

<p>Behavior Intervention</p> <ul style="list-style-type: none"> ● Change of seating placement ● Student/Parent Conference ● Individualized Plan ● Peer Support/Mentor ● Peers 	<p>Academic Intervention</p> <ul style="list-style-type: none"> ● Graphic Organizers ● Lecture Notes ● Dedicated homework time after school ● Lunch Study Group ● Teacher Tutoring in Content Groups ● Pre-Teaching
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Each student is unique with his/her own rate of learning, learning style, physical make-up, cultural background and knowledge base. We see each student as a wealth of knowledge about the world around them in which they are, then, our unique partners in their learning. Response To Intervention (RTI) as a process helps us to see that where one intervention may work for one child it may not work for another. Constant, on-going assessment through open dialogue with students along with tried and true concrete data is imperative for each level to be successful. Moving on from Tier 1 we find students in need of further help. Tier 2 students may have need of more intensive interventions that include after school tutoring and assignment modifications. Whatever the intervention, our staff of dedicated professionals will look at each student as a valuable member of his/her learning team.

Tier 3 - Intensive Interventions		
<p>When it is determined that Tier 2 actions are not enough, the Student Support Team (SST) will recommend that Tier 3 interventions be implemented. Community resources, more frequent interventions, such as increased sessions with specialists, and/or additional assessments, would be included in a Tier 3 referral. Retired community teacher-volunteers, trained in remedial reading programs and techniques are available to support students at this level. Afterschool programs may also provide academic support services.</p>		
Instructional Elements & Assessment	Staffing	Additional Supports Available
<ul style="list-style-type: none"> ● Individual or co-taught instruction 	<ul style="list-style-type: none"> ● Classroom teacher ● School counselor 	<ul style="list-style-type: none"> ● Student Support Team

<ul style="list-style-type: none"> ● Intervention frequency varies up to 5 times per week for up to 30 minutes per session ● Frequent progress monitoring (at least 4 times per month) ● Re-Assessment every 12-24 weeks 	<ul style="list-style-type: none"> ● Specialty area teachers across grade level ● After School staff ● Teacher assistant ● Tutors 	<p>Tier 3 plan is created</p> <ul style="list-style-type: none"> ● More intensive academic interventions ● Community volunteers ● Spanish Language Immersion ● Collaborative Team Instruction
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The Tier 3 program may include the following :

<p>Behavioral Intervention:</p> <ul style="list-style-type: none"> ● Sensory breaks ● Skill builders- communication and expressive language needs met through ● Counseling ● Peer mentoring support ● After school programming/clubs 	<p>Academic Intervention:</p> <ul style="list-style-type: none"> ● Extended time for learning ● Speeding up or slowing down the rate of information being taught to encourage optimal individual processing ● Use of manipulatives ● Use of information charts ● Use of Howard Gardner’s Multiple Intelligences (sensory based instruction) ● Differentiated instruction ● Scaffolding ● Facilitated reading ● Mnemonics ● Use of graphic organizers ● Tutoring ● Skill builders-basic skill sets ● Targeted assistance in specific area of learning
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Finally, our third tier of intensive intervention is the last, best plan before referral to Committee on Special Education for our students. We will continue to work alongside students and their families as a cohesive team that puts the student's academic and behavioral needs as a top priority in his/her success.

Resources: TACS will use early intervening funds available through Title I, Title III or Coordinated Early Intervening Services (CEIS) through the Individuals with Disabilities Education Act (IDEA) funds. We will also use but are not limited to using the following resources: Summer Teacher Institute, outsourced teacher trainings, planning time, technology, staff and consultants, CSE/CPSE, SST (Student Support Teams), area special needs advocacy groups that provide continuing education such as Syracuse University Parent Advocacy Center (SUPAC), Learning Disabilities Association of Central New York (LDACNY), learning websites and professional development websites.

Evidence of Support: "Response to Intervention (RTI) is a comprehensive early detection and prevention strategy that identifies struggling students and assists them before they fall behind. RTI systems combine universal screening and high-quality instruction for all students with interventions targeted at struggling students." Gersten et al., (2008)

Program Evaluation: Ongoing assessment is key to a successful RTI program. The effectiveness of our support program for struggling students will be evaluated by: assessment data on the academic progress made by struggling students plus oral and written surveys from teachers, parents and students. The RTI process will operate on a six to nine-week cycle to identify new students and review and revise existing students' intervention plans. Our data monitoring program will monitor the achievement of individual students. Our staff and community will provide personalized instruction to meet individual students' needs. ⁴

Additional Resources and Research Supporting our Struggling Learner Student Program:

Gersten et al., (2008) What Works Clearinghouse Institute of Education Sciences, US Department of Education.; Fuchs, D. and Fuchs, L. S. (2006), Introduction to response to

⁴ Denton, C.A., Fletcher, J. M., Simos, P.C., Papanicolaou, A.C. & Anthony, J.L. (2007). An implementation of a tiered intervention model: Reading outcomes and neural correlates. In D. Haager, J., Klingner, & S. Vaughn (Eds.). Evidence-based reading practices for response to intervention (pp. 107-137).

intervention: What, why, and how valid is it?. *Reading Research Quarterly*, 41: 93–99. doi: 10.1598/RRQ.41.1.4

Marston, D. (2005). Tiers of intervention in responsiveness to intervention: Prevention outcomes and learning disabilities identification patterns. *Learning Disabilities Research and Practice*, 38, 539–544.

National Association of State Directors of Special Education (NASDSE) and Council of Administrators of Special Education (CASE), (2006) *Response to Intervention: A Joint Paper* by the National Association of State Directors of Special Education and the Council of Administrators of Special Education

Kemp, K., Eaton, M. & Poole, S. (2008). *RTI and math: The classroom connection*. Paperback.; Denton, C. (2012). *RTI: Selecting and Implementing Evidence-Based Reading Interventions*. Children’s Learning Institute

Learning Styles, RTI, and the Struggling Student: A Thoughtful Approach to Designing More Powerful Interventions, section 3, <http://www.thoughtfulclassroom.com/PDFs/Isis-help-for-struggling-students.pdf>

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide*. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Robbins, J., *THOUGHTS AND SOLUTIONS FOR STRUGGLING LEARNERS*, http://jillrobbins.com/calla/references/What_is_a_struggling_learner.pdf

Vaughn, S., Ortiz, A., (2010), *Response to Intervention in Reading for English Language Learners*, <http://www.readingrockets.org/article/response-intervention-reading-english-language-learners>

R-07(B) STUDENTS WITH DISABILITIES

Overview

TACS agrees to abide and uphold all state and federal laws concerning the identification and education of students with disabilities as noted in Appendix B of the RFP- Special Education Assurances.

Special education services are available to any student with a mental, physical, or emotional impairment which adversely affects his or her educational performance. TACS will locate, identify and evaluate all children with disabilities from birth through highest grade level achieved on our campus. The Child Find mandate applies to all children who reside within a State, including children who attend private schools and public schools, highly mobile children, migrant children, homeless children, and children who are wards of the state. (20 U.S.C. 1412(a)(3)) This includes all children who are suspected of having a disability, including children who receive passing grades and are "advancing from grade to grade." (34 CFR 300.111(c)) The law does not require children to be "labeled" or classified by their disability. (20 U.S.C. 1412(a)(3)(B); 34 CFR 300.111(d)).

As required by IDEA, Truxton Academy Charter School will develop and implement practical methods of determining which children with disabilities are receiving special education and related services and which children are not. (20 U.S.C. 1412(a)(3); Wrightslaw: Special Education Law, pages 72, 206-207). The following programs, modifications, accommodations assessments and/or services may be included in an individualized Education Plan (IEP):

Personnel:

- Student Achievement Coordinator (Years 1-5) (on site)
- Special Education Teacher (Years 1-5) (on site)
- Educational Technology Specialist (on site)
- Classroom Teacher (on site)
- English Language Learning (ELL) Teacher (on site)
- Teaching Assistant (Years 1-5) (on site)
- Teacher Aide (on site)
- School Psychologist (outsourced)
- Speech Therapist (outsourced)
- Occupational Therapist (outsourced)
- Physical Therapist (outsourced)
- Counselor (outsourced)

Program Supports for Students with Disabilities:

Accommodations

- RTI for reading and math intervention
- Life skills training
- Character education
- After school tutoring
- Facilitated reading and writing programs

Modifications

- Modified gym
- Quality vs. Quantity of classwork/homework done in a given time-period

Assessments for students with disabilities to include but are not limited to:

- Formative teacher assessments
- Summative (modified/accommodated) if needed assessments
- Applied behavioral analysis/assessment
- IQ testing
- Speech and language assessments
- Occupational and physical assessments
- Sensory profiles
- Developmental and cognitive ability testing
- Educational achievement testing (state testing) or New York State Alternative Assessment (NYSAA) if applicable.

TACS Specific Program Assessments to be used:

- Aimsweb
- TerraNova

Identification:

Newly Identified Students: Our three-tiered RTI process is designed to identify whether general education techniques and supports are sufficient or if a student might require special education services. Having exhausted all three tiers, the Special Education Teacher or Coordinator will convene a Child Study Team (CST) comprised of a classroom teacher, a Special Education teacher, and the Head of School to review past attempts at meeting the student's needs and determine whether to recommend the student to the appropriate Committee on Special Education (CSE) for evaluation. We recognize that the School cannot make a

determination and will work closely with the CSE to provide all necessary information to support its evaluation and IEP (Individualized Education Plan) development processes. During this process all requirements made by the Individuals with Disabilities Education Act will be strictly adhered to. All documentation from the Student Support Team's Response to Intervention will be reviewed before making the decision to begin special needs testing. In addition, we recognize that parent consent is required for both initial evaluation and provision of services. Our staff will work closely with parents to involve them throughout the entire process.

The Student Achievement Coordinator will need to develop an effective working relationship with the Committee on Special Education (CSE) in order to educate them in regards to the effectiveness of our program for at-risk students. We will work hard to offer and maintain effective programming through appropriate modifications and accommodations to help make each student feel supported in their least restrictive environment. In instances where the School cannot provide the necessary services, modifications and accommodations; the CSE will secure the student placement in a district school that provides the required services

Pre-existing Identification: To identify students arriving with a pre-existing IEP, school staff will immediately request student records to identify incoming students with disabilities. They will obtain and evaluate IEPs to determine whether TACS is able to provide the services mandated in the IEP and work with parents and the CSE to modify IEPs if necessary and possible. In instances where the school cannot provide the placement specified by the IEP and the parent provides consent, the CSE will secure the student placement in a district school that provides the required services.

Services: We agree with the legal requirement that students with disabilities be taught in the least restrictive environment and believe that our inclusion model will permit them to receive many of their required services within the general education classroom. When a parent or teacher (through the process of RTI and various other variables that determine need beyond that of a struggling student) believes a child might qualify as an educationally disabled student, CSE plays an important role. It reviews referrals from parents and teachers, arranges for student evaluations, reviews the results and makes a determination regarding eligibility and necessary program/services. The Committee in communication with the student's parents makes recommendations about what a student needs in the way of special education services and programs. Special education services and programs may be provided in a regular education setting with a co-teaching team of regular and special education teachers, individually to a student or in a group with other students who have similar educational needs. Direct special education teacher support services (SETSS) will be provided via Integrated Co-teaching (ICT) to individual students or small groups within the classroom where students with

disabilities may not exceed 40% of the total class population or through direct instruction of small groups outside the classroom as needed with special needs to regular education needs student to special education teacher ratio of 2:2:1. Indirect support via Special Education consultation, classroom teachers, and teaching assistants will work with special education students in the general education classroom. That reduces the stigma for at-risk students and provides all teachers with another opportunity for collaboration. Depending on the needs of students, we will do our best to:

- Obtain supplemental materials, curriculum and assessments through district, county and grant affiliated resources to support special education students and teachers;
- Effectively research and implement accommodations and modifications needed to support students and teachers;
- Engage support services through the school district of residence to arrange for services such as speech and language therapy, occupational therapy, physical therapy or counseling;
- Allow for flexibility in planning our weekly schedule for pull-out or push-in services without disrupting classroom instruction.

In the case of students whose IEPs require the provision of related services not available at the School (such as speech, occupational therapy, physical therapy, vision therapy), TACS will contact the CSE of the school district of residence to arrange for services to be provided by the Department of Education or contract with external providers.

Reviews: TACS will conform to all laws and regulations regarding the regular review of IEPs. If the Student Achievement Coordinator and/or Special Education Teacher, Classroom teacher and support staff determine that a student's IEP may no longer be appropriate to the child's needs, they may recommend that the CSE conduct a re-evaluation to adapt the IEP or declassify the student.

Program Evaluation: The Student Achievement Coordinator and the Special Education Teacher will regularly evaluate the efficacy of our special education program and ensure that the needs of these students are being met. They will review individual student performance data and progress toward goals of students with IEPs. Observation of Child Study Team meetings and grade team meetings will provide qualitative data about the quality of implementation of the RTI model. Parents will be surveyed to determine their perspective on communication and services provided to their children and families.

Additional Resources and Research Supporting our Special Needs Student Program:

Advocates for Children of New York, AFC's Guide to Special Education, April 2013,
http://www.advocatesforchildren.org/sites/default/files/library/guide_to_special_ed.pdf?pt=1

USDOE-IDEA site- <http://idea.ed.gov/>

Legal Requirements of test access, NYSED, <http://www.p12.nysed.gov/specialed/publications/policy/testaccess/guidance.htm>

P-12: Office of Special Education-<http://www.p12.nysed.gov/specialed/>

New York State Education, <http://www.nysed.gov/home.html>

Christensen, L., Carver, W., VanDeZande, J., & Lazarus, S. (2011). Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of students with disabilities (3rd ed.). Washington, DC: Assessing Special Education Students State Collaborative on Assessment and Student Standards, Council of Chief State School Officers.

Advocates for Children of New York, Special Education Evaluations, (2009), http://www.advocatesforchildren.org/sites/default/files/library/sp_ed_evaluations.pdf?pt=1

McCarthy, J., (2014) 3 Ways to Plan for Diverse Learners: What Teachers Do,
<http://www.edutopia.org/blog/differentiated-instruction-ways-to-plan-john-mccarthy>

Armstrong, T., (2013), 7 Assessment Tools to Identify Strengths in Students with Special Needs (and All Kids) <http://institute4learning.com/blog/2013/09/03/7-assessment-tools-to-identify-strengths-in-students-with-special-needs-and-all-kids/>

Sánchez, M.T., Parker, C., Akbayin, B., and McTigue, A. (2010). Processes and challenges in identifying learning disabilities among students who are English language learners in three New York State districts (Issues & Answers Report, REL 2010–No. 085). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

Adelson, V., Geva, E., Fraser, C. (2014), Identification, Assessment, and Instruction of English Language Learners with Learning Difficulties in the Elementary and Intermediate Grades

Hamayan, E., Marler, B., Sanchez-Lopez, C., and Damino, J., 2007, Special Considerations for English language learners: Delivering a Continuum of Services. Carlson Publishing, pp. 40

R-07(C) ENGLISH LANGUAGE LEARNERS (ELL)

Truxton Academy Charter School (TACS) is committed to recruiting, attracting, and meeting the needs of English Language Learners (ELL) and to providing high quality curriculum materials, interventions, and supports. TACS will serve the educational needs of currently underserved Hispanic children whose parents work on farms in our rural agricultural area.

Identification: The process begins with the Home Language Surveys to screen all new entrants to New York State schools for potential limited English proficiency. Before the school year begins, the ELL teacher or an appropriate staff member will make home visits to enrolled children. We will use this opportunity to administer the Home Language Survey, which will also be administered to any student enrolling during the school year. If this screening process reveals the home language is other than English or the student’s language is other than English, then appropriate school staff will conduct an informal interview in the student’s native language and English. If the student speaks a language other than English and also speaks little or no English, the ELL teacher will administer the New York State Identification Test for English Language Learners (**NYSITELL**) to determine eligibility for services. A score below the designated cut score for the child determines eligibility for English as a second language (“ESL”) or bilingual services. The NYSITELL is administered only once to each incoming student.

Staffing: The certified English Language Learner (ELL) Teacher will be responsible for implementing a rigorous and effective intervention program for our English as a Second Language (ESL) students. He or she will maintain all records, ensure timely screening to establish initial eligibility for services, and administer annual assessment to determine ongoing eligibility. He or she will be responsible for working closely with classroom teachers and learning support teachers to assist ESL students in learning English as well as English-speaking children in learning Spanish. The ELL Teacher will work with the Student Achievement Coordinator and Special Education Teacher in reporting the effectiveness, progress, and achievements of the program.

All staff members will receive training to support ESL students and their families at the Teacher Institute prior to the opening of school. Once we know our students and can evaluate their needs, the School is prepared to find additional resources, if needed, to help ESL students.

Services: TACS will use structured English language immersion in conjunction with Blended Learning to help English Language Learners achieve proficiency in English as quickly as possible. Blended Learning is a combination of teacher instruction and computer technology. Our

program design is based on research and evidence of success using Blended-Learning to support an immersion program.⁵

Teachers will be trained to use the following research-based strategies found to be effective for ELL: physical movement with language, multiple mediums to present information (e.g. oral, written, pictures, diagrams, videos, demonstrations, project-based/hands-on learning, games), slower speech and shorter sentences, cooperative learning and peer tutors/helpers, low-stress environments, music – songs and chanting rhymes, oral language - engaging children in retelling familiar stories with props, and Think-Pair-Share (students allowed time to process a question, verbalize it to a peer, and volunteer the answer to the class).^{6 7}

Teachers use the classroom resources to expand and socialize new language. The classroom helps students develop conversational language in a context that prepares students for real-life communication. Using computers and headphones, students can both see and hear the English language and practice speaking and writing. The computer program initially targets student learning with differentiated, individualized lessons that enable students to learn at their own pace and focus on specific skills. Computer-based instruction continues to build vocabulary and boosts students' confidence in their ability to understand and speak a new language. Computer software needs to develop rapid vocabulary acquisition, basic language structures, and listening, reading, writing, and speaking skills. TACS will be prepared to provide push-in or pull-out instructional support, if needed. TACS will also review the New York State ESL Standards document: "The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language."⁸

Accessibility: TACS will make every effort to provide families with limited English proficiency with notices and information in their native language to encourage active participation in the School by all members of the school community. We will ensure that ELL students are included and welcomed into the general curriculum and extracurricular activities despite their limited ability to speak and understand English. ELL students will not automatically be assigned to special education due to their lack of English proficiency. Careful screening and ongoing

⁵ Grgurovic, Maja. Blended Learning in an ESL Class: A Case Study. CALICO Journal, vol. 29, No. 1, 2011, pp 100-117.

⁶ "Effective Teaching Strategies for English Language Learners" www.supportrealteachers.org/strategies-for-english-language-learners.html

⁷ Rice Oral and Written Language Laboratory, 2015, School Literacy & Culture at Rice University <http://literacy.rice.edu/slc/owl-lab>

⁸ New York State Learning Standards for English as a Second Language www.p12.nysed.gov/biling/resource/ESL/standards.html

assessment will determine if a student is both ELL and special needs. We will do our due diligence for all learners to ensure that their education is appropriate to their specific needs.

Program Evaluation: TACS will measure achievement or progress in the ELL program annually with the NYSESLAT. The scores on the NYSESLAT will indicate the proficiency level (Beginning, Intermediate, or Advanced) that each ELL student has achieved each year, and whether or not the student's level of English is high enough to exit the ESL or bilingual program. The ELL Teacher will regularly evaluate the effectiveness of our ELL program by reviewing individual student performance data and progress towards English proficiency. Observation of instruction and learning support team meetings will provide qualitative data about the quality of the program. Parents and family members will also be surveyed to determine their perspective on services and communication.

Additional Research Supporting our ELL student program:

Pray, L. (2012) Supporting English language learners in school and in afterschool and summer programs. In T.K.Peterson (Ed), In Successes and Potential of 21st Century Community Learning Centers: Expanded Learning Opportunities, Partnerships, Afterschool and Summers Across America. Mott Foundation: Flint, MI.

Sánchez, M.T., Parker, C., Akbayin, B., and McTigue, A. (2010). *Processes and challenges in identifying learning disabilities among students who are English language learners in three New York State districts* (Issues & Answers Report, REL 2010–No. 085). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

Adelson, V., Geva, E., Fraser, C. (2014), Identification, Assessment, and Instruction of English Language Learners with Learning Difficulties in the Elementary and Intermediate Grades

Hamayan, E., Marler, B., Sanchez-Lopez, C., and Damino, J., 2007, Special Considerations for English language learners: Delivering a Continuum of Services. Carlson Publishing, pp. 40

Afterschool Alliance. (2011). English language learners: Becoming fluent in afterschool (Issue Brief No. 49). Retrieved from http://www.afterschoolalliance.org/issue_49_ELLs.cfm

Connecticut State Department of Education, Connecticut Administrators of Programs for English Language Learners (CAPELL). English Language Learners and Special Education: A Resource Handbook. (2011). Pp. 11.

R-07(D) GIFTED AND ADVANCED STUDENTS

Gifted and advanced students and those with high abilities need gifted education programs that will challenge them in regular classroom settings. They also need enrichment and accelerated programs to enable them to make continuous progress in school. Gifted students need gifted programming in many cases because the “general education program is not yet ready to meet the needs of gifted students” due to lack of general educators’ training in gifted education and the pressure classroom teachers face to raise the performance of their struggling students.⁹

Identification of Gifted and Advanced Students

Identifying gifted and talented students needs to occur over time, with multiple opportunities to exhibit gifts. Giftedness is represented through all racial, ethnic, income levels, and exceptionality groups. Giftedness may be exhibited within a specific interest or category – and even a specific interest within that category. Early identification in school improves the likelihood that gifts will be developed into talents. Our school will use several of the following instruments to identify gifted and talented students:

- student records and tests,
- gifted characteristic checklists,
- teacher observations and rating scales.

These tools will be examined during the 3-week Summer Teacher Institute.

Strategies and/or Programs for Gifted and Advanced Students

Research articles from the National Association for Gifted Children list the following gifted education practices and programs¹⁰:

- Curriculum Compacting
- Grouping – ability, performance-based, cluster, between-class
- Acceleration

⁹ National Association for Gifted Children, Grouping, www.nagc.org/resources-publications/gifted-education-practices/grouping

¹⁰ Hertberg-Davis, H. L. & Callahan, C.M. (2013). Introduction. In H. L. Hertberg-Davis & C. M. Callahan (Eds.) *Fundamentals of gifted education*, 1-10. New York, NY: Routledge.

Examples of other differentiated learning opportunities that might meet the needs of gifted and advanced children include:

- Web 2.0 Resources – online resources available to enrich students
- Service & Leadership Opportunities (not limited to gifted) – student government, student to student tutoring, community service, Project-Based Learning leadership, Rural Life Lab experiences, and time spent with community partners
- Content Specific Learning Groups – Math Enrichment, Science Groups. Book Clubs
- Student-Led Gifted Learning Projects – At-Home Projects, Murals, Creating Learning Games

These strategies for supporting gifted and advanced students will be reviewed and discussed during the 3-week Teacher Institute in August.

Additional Research Supporting our Gifted and Talented Student Learners Program:

Lohman, D., et al., Identifying Academically Gifted English-Language Learners Using Nonverbal Tests, A Comparison of the Raven, NNAT, and CogAT," Gifted Child Quarterly, Volume 52, Number 4, Fall 2008, pp. 275-296.

Bermudez, A. and Marquez, J.(1998), Insights into Gifted and Talented English Language Learners, found on http://www.idra.org/IDRA_Newsletter/June__July_1998_Gifted_and_Talented_Students_Celebrating_25_Years_1973_-_1998/Insights_into_Gifted_and_Talented_English_Language_Learners/

National Association for Gifted Children, Tests & Assessments, <http://www.nagc.org/resources-publications/gifted-education-practices/identification/tests-assessments>

National Association for Gifted Children, Gifted Education Practices, <http://www.nagc.org/resources-publications/gifted-education-practices>

National Association for Gifted Children, The Importance of Teachers, <http://www.nagc.org/resources-publications/gifted-education-practices/importance-teachers>

R-08AD – INSTRUCTIONAL LEADERSHIP

R-08A – INSTRUCTIONAL LEADERSHIP ROLES

R-08A.1. SPECIFIC ROLES AND RESPONSIBILITIES OF PERSONNEL PROVIDING INSTRUCTIONAL LEADERSHIP

In addition to a traditional Head of School administrative leader, the TACS founders are committed to establishing an instructional leadership team that can provide comprehensive supports to encourage teachers' growth as pedagogues as well as oversight to curriculum development and educational technology that will serve as the foundation of the TACS student experience. In light of the overall small size of the school's projected student body, and subsequently, its teaching staff, the applicants have determined that a dyad of instructional leaders with synergistic skills and backgrounds will be sufficient to provide this continuous support and guidance. While the scope of these positions would likely prove untenable at a larger school, TACS founders are confident that recruiting and hiring individuals with the following skill sets and a collaborative nature will best serve the school through a cohesive focus on high quality curriculum and instruction for students of all ability levels. To ensure that leaders have the capacity to focus on their roles, the instructional and operations leaders' primary responsibilities are clearly defined and effectively separated.

Instructional Leadership Role	General Job Description	Responsibilities
Student Achievement Coordinator	The Student Achievement Coordinator will be the primary instructional leader of TACS. He/she will oversee and coordinate the School's curriculum development, student assessment program, special education services, and ensure high quality instruction across the school that will both maximize academic outcomes and reflect the school's essential mission and key design elements.	<u>During Pre-Opening Period:</u> <ul style="list-style-type: none">● Begin curriculum development, instructional plans and assessment protocols <u>In Year One and Beyond:</u> <ul style="list-style-type: none">● Coordinate TACS's Instructional and Special Education Programs● Provide guidance, support, regular observation, and evaluation of teachers to raise achievement levels● Work with the Head of School to plan and implement the TACS's Professional Development plan● Facilitate and oversee curriculum development,

	<p>The Student Achievement Coordinator will be the primary instructional coach for teachers.</p>	<p>instructional plans and assessment tools</p> <ul style="list-style-type: none"> • Work with the Ed Tech Specialist and teachers to track, analyze, coordinate, identify gaps/needs, and report student assessment data • Manage the School’s RTI process, including students with IEPs and BIPs and ensuring that all appropriate services are provided • Coordinate all meetings and activities with the School District’s Committee on Special Education (CSE)
<p>Educational Technology/ Media Specialist</p>	<p>The Educational Technology Specialist will assist the Student Achievement Coordinator in tracking, analyzing, and reporting student assessment data. He/she will train teachers during the Summer Teacher Institute to utilize student assessment computer software for tracking students’ academic assessment data on a regular and timely basis so that teachers can utilize such data to inform day to day, as well as more long term, curricular revisions. The Educational Technology Specialist will also bear the responsibility of compiling and reporting the School’s student achievement data to the school’s authorizer.</p>	<ul style="list-style-type: none"> • Organize, operate, and maintain the computer lab • Organize and maintain the School’s library • Train community volunteers to assist in the School library • Track, analyze, and coordinate all student assessment data • Identify students’ gaps in academic skills • Work with teachers using technology to assist all learners • Teach computer technology to classroom groups as needed • Manage technology throughout the building – hardware, software, security, internet, data analysis, instructional technology, and trouble-shooting • Maintain the School’s website in accordance with best practice and policy • Perform periodic safety auditing of computer technology • Participate in all staff development

Please see Section R-11ac – Personnel for more details regarding the scope of responsibilities and desired qualifications for these roles.

R-08A.2. PROCESS AND CRITERIA FOR IDENTIFYING AND SELECTING INSTRUCTIONAL LEADERS AND ALIGNMENT WITH TACS'S EDUCATIONAL PHILOSOPHY AND MISSION

The TACS Board fully recognizes that hiring high quality instructional staff is essential to accomplish its mission of planting a strong foundation for future academic success. Beginning in late 2018, post-authorization, TACS's Hiring Committee will conduct regional and national searches to identify and select the best qualified Student Achievement Coordinator and Educational Technology Specialist by posting job descriptions and hiring timelines on both local and national job search websites, charter school websites, and in regional newspapers as well as networking with other high-performing schools. We will actively advertise and recruit throughout local universities in Central New York (particularly SUNY Cortland, ESF, and Syracuse) and into the broad personal and professional networks of our leadership team and Board.

The criteria for selecting the Student Achievement Coordinator will be driven by our mission, key design elements, and target population. The non-negotiable job qualifications include: knowledge and experience implementing the elementary Common Core standards and assessment data programs; special education certification; successful experience working with elementary-age struggling learners, economically disadvantaged, and students with disabilities. In addition, we seek a team player with excellent collaboration skills; experience coaching, mentoring, observing, evaluating, and conducting professional development for elementary teachers. The job qualifications for the Educational Technology Specialist are: knowledge and successful experience: using computer assessment software to track student achievement skills and levels in elementary schools, training teachers to use computer assessment data, reporting assessment data to state sites, and the ability to work well in teams.

The initial selection and hiring phase process will begin with resume analysis. To ensure inclusivity, all applicants who possess at least the basic qualifications will be initially phone screened. Candidates who perform well and demonstrate the necessary experience and philosophical alignment will be invited for in-person interviews and be assigned a performance

task to demonstrate the relevant skill set. Depending on the particular role, these performance tasks could include participating in role-play scenarios, demonstrating instructional proficiency through leading a coaching session, preparing a chart for professional development, demonstrating a strategy for working with a struggling student, designing a unit plan, or executing a content specific lesson with examples of differentiation.

In addition, applicants are expected to model positive and professional behavior throughout the interview process, have a passion for helping elementary students succeed, have a sense of humor and be a team player. The selection committee will include a variety of stakeholders: teachers, Board members, potential students, and parents. The TACS team will contact a minimum of two professional references and conduct background checks for all finalist candidates before an offer of employment is extended. TACS is committed to the principles of Equal Opportunity and Affirmative Action and will not discriminate on the basis of race, color, creed, religion, national origin, sex, age, veteran's status, sexual orientation, or disability. All school employees will be required to submit a fingerprinting clearance in conjunction with the Laws of New York 2001, Chapter 180.

R-08A.3. HOW INSTRUCTIONAL LEADERS WILL MONITOR THE EFFECTIVENESS OF THE ACADEMIC PROGRAM AND AT-RISK STUDENTS' ACADEMIC PERFORMANCE

Instructional leaders will monitor the effectiveness of the academic program through ongoing classroom observations, monitoring students' scores on assessment data, and regularly soliciting feedback from teachers, students and parents. All students' academic performance will be assessed and tracked at the beginning of the school year and at regular intervals throughout the year, depending on the subject matter area. At-risk students' academic performance will be monitored more frequently to determine the effects of the Response to Intervention (RtI) and Individualized Education Plans (IEPs) and develop successful strategies for improving students' academic skills.

R-08B – TEACHER SUPPORT AND SUPERVISION

Research cited by the Center for Public Education shows the effectiveness and importance of the following support for teachers:

- 1) Active presentation of new knowledge and skills to teachers during training workshops,
- 2) Ongoing support during teachers' implementation stage of new skills,
- 3) Modeling of new teaching skills by coaches or mentors,
- 4) Ongoing feedback on teachers' instruction,
- 5) Collaboration with other teachers in the same content area, and
- 6) The establishment of professional learning communities.

Many of these strategies have been shown to increase student achievement.¹

Teacher support will occur at varying levels of instruction and supervision on a daily, weekly, and quarterly basis.

1) Active Presentation of New Knowledge and Skills During Training Workshop

The facilitators for the 3-week Summer Teacher/Staff Institute will be requested to actively engage teachers in their presentation of new knowledge and skills in TACS's Key Design Elements (e.g. Project-Based Learning; Science, Technology, Engineering & Math; Spanish Language and Conscious Discipline).

2) Ongoing Support & Modeling of New Teaching Skills by Coaches or Mentors

The Student Achievement Coordinator is expected to coach, mentor, and model new teaching skills for TACS's teachers. Some members of TACS's Partnership Organizations will also be

¹ Gulamhussein, A. (2013). Teaching the Teachers, At a Glance, A Summary of Teaching the Teachers - Effective Professional Development in an Era of High Stakes Accountability. Center

available to model PBL, STEM, and Environmental Education. (See Request 12 – Partnership Organizations and Commitment).

Lesson Study may be used for coaching and mentoring in successive years. It is designed to help teachers produce quality lesson plans and gain a better understanding of student learning.²

3) Ongoing Feedback on Teachers' Instruction

The Student Achievement Coordinator is responsible for meeting one-on-one with teachers and visiting classrooms weekly (or more frequently, based on assessed level of need for support) as well as attending grade level team meetings. These opportunities will be used to: provide teachers with ongoing feedback, review student assessment data, explore strategies to help struggling and at-risk students, and offer constructive feedback for improvements to promote quality instruction.

4) Collaboration with Other Teachers

TACS's Sample Teacher Schedule (Request - 06c) provides 45 minutes per day for teachers to meet with their grade level team to collaborate during the periods when their students are attending Art, Music, or Library. During this time, teachers can share teaching practices, interpret assessment data, develop individual learning plans, and discuss other topics as they arise. TACS's proposed 2019-2020 Calendar (Request - 06a) provides an additional two hour block on the first Friday afternoon of each month for extended teacher collaboration.

5) Establishment of Professional Learning Communities

TACS's goal is to create a positive, team-based staff culture that supports strong teacher development and builds a Professional Learning Community. Conscious Discipline (Request 09a- Culture and Discipline) and TACS's strong community support and partnerships (Request 12ab Partnerships and Commitment) will assist the proposed Truxton Academy Charter School in building a positive School Family culture and Professional Learning Community.

² Lewis, C., Perry, R., & Hurd, J. (2004). A deeper look at Lesson Study. *Educational Leadership* 61 (5); and Lewis, C., Perry, R., Hurd, J., & O'Connell, P. (2006). Lesson Study comes of age in North America. *Phi Delta Kappan*.

R-08C – PROFESSIONAL DEVELOPMENT

R-08C.1. PROFESSIONAL DEVELOPMENT OVERVIEW

The Truxton Academy Charter School’s faculty and staff will receive intensive, ongoing professional development and support through:

- **The Summer Teacher/Staff Institute - August 5-23, 2019**
- **Ongoing coaching, mentoring, and modeling**
- **Daily grade level team meetings**
- **Weekly (or more frequent) classroom observations & feedback**
- **Monthly Professional Development Meetings (First Friday afternoons, Oct-June)**
- **End of Year Debrief – June 25, 2020**

Sample Proposed Outline of Topics for the Summer Teacher/Staff Institute

August 5-23, 2019

Topic	Types of Training	Professional Trainer
Creating a Positive, Safe, Healthy School Culture	Creating a School Family – Conscious Discipline Social Emotional Skills & Classroom Management Community volunteer & operations staff training Blood borne pathogens training, First Aid + CPR	Conscious Discipline Trained Staff Member Head of School School Nurse
Creating a High Quality Curriculum:	Developing + mapping units with Common Core Science, Technology, Engineering & Math and Next Generation Science Standards	Student Achiev. Coord. Syracuse U.- Science Teaching Department

Instructional Delivery, Curriculum Design	Environmental Ed – Project WILD, PLT Spanish and ELL Learners Agriculture in the Classroom Teacher Evaluation & the Danielson Framework	NYS DEC PW Facilitator ELL Teacher AITC Cornell Coord. Student Achiev. Coord.
Instructional Best Practices	Project-Based Learning and Professional Learning Communities Community Partnerships (Please see Response 12ab)	SUNY Cortland’s Education Dept. TACS’s Partner Organizations
Administering Student Assessments	Student Assessments Achievement Goals Charter School Performance Framework	Student Achievement Coordinator Head of School
Providing Interventions	Response to Intervention (RTI) and IEP Training Coaching, modeling, intervention strategies	Student Achievement Coordinator
Monitoring Progress	Data Tracking & Analysis – effective ways to track and analyze student progress	Educational Technology Specialist
Evaluation	Evaluation of school programs, teachers & staff Professional Dev. For School Board & Admin.	R.E.D. Group, S.U. Syracuse Academy of Science Charter School

The proposed Truxton Academy Charter School's Professional Development Plan will strive to contain all 5 of Archibald's characteristics of high-quality professional development:

1. Alignment with school goals, state standards, assessments and teacher evaluation,
2. Focus on core content and modeling of teaching strategies,
3. Active learning of new teaching strategies,
4. Teacher collaboration, embedded follow-up and continuous feedback.³

R-08C.2. WHO WILL BE RESPONSIBLE FOR LEADING AND PROVIDING PROFESSIONAL DEVELOPMENT

The Student Achievement Coordinator and the Head of School will work together to plan, lead and coordinate the Summer Teacher/Staff Institute (August 5-23, 2019), the Monthly Professional Development Meetings (First Friday afternoons, October – June) and the End of Year Debrief (June 25). The Student Achievement Coordinator will provide classroom observations and feedback, coaching, mentoring and modeling to ensure skills and concepts covered during professional development sessions are executed in classrooms effectively.

SUMMER TEACHER/STAFF INSTITUTE

Professional development topics and sessions will be provided by: staff members as well as members of TACS's pro-bono Academic Advisory Panel and Partnerships. TACS's Academic Advisory Panel includes: SUNY Cortland, SUNY ESF, and Syracuse University. A Professor of Education at SUNY Cortland and national expert in Project-Based Learning (PBL) volunteered to conduct a PBL presentation at TACS's Summer Teacher Institute and assist teachers with PBL periodically throughout the school year. A Professor of Science Teaching at Syracuse University and nationally-recognized expert in Science, Technology, Engineering and Math (STEM) has volunteered to present a STEM program for TACS's teachers at the Summer Teacher Institute and mentor teachers in STEM-related instruction. A local NYS Department of Environmental Conservation Project WILD facilitator volunteered to conduct a Project WILD workshop for

³ Archibald, S. (2011). *High quality professional development for all teachers: Effectively allocating resource*. Washington: National Comprehensive Center for Teacher Quality.

TACS's teachers and assist teachers and students on a monthly basis throughout the school year with classroom environmental education programs. The Ag in the Classroom State Coordinator at Cornell University provides pro-bono workshops for teachers throughout the State. Local farm owners and businesses volunteered to assist students and teachers with TACS's Rural Life Lab and field trips. Post-authorization and during the pre-opening period, the TACS team will work with each of the aforementioned partners to schedule, collaborate on objectives and a scope of each workshop, and align content to applicable standards. Please see Response 12-ab for more detailed information about TACS's pro-bono Academic Advisory Panel, Partner Organizations and Commitments.

MONTHLY PROFESSIONAL DEVELOPMENT STAFF MEETINGS

During the school year, the staff will meet for two hours on the **first Friday afternoon of each month from October – June** as indicated in **Request R-6a: Proposed School Calendar**. The Head of School and Student Achievement Coordinator will coordinate these sessions with feedback from teachers. The monthly professional development topics will be identified and determined by ongoing observation of instructional practice and identified instructional weaknesses, teacher interests, review of student performance data, and staff needs and input. Topics may include: Developing your Classroom Culture, English Language Learners, Assessment, Standards, Project-Based Learning, STEM and others. These first Friday sessions will provide important opportunities for collaboration and sharing of effective practices. Professional development will be student driven. Targeted professional development will be provided to specific teachers or whole-school as necessary to identify and bridge gaps in student achievement and performance. For example, if we learn that students are not grasping some material at the high level we strive for or aren't making explicit connections across content areas, specific professional development will be offered to train teachers to do this more effectively.

While classroom teachers are meeting on the first Friday afternoons of each month October through June, students will be involved in activities supervised by art, music and physical education teachers as well as parent and community volunteers. Parents and community

members will be encouraged to volunteer and assist teachers and children with reading, math, nature programs, special musical presentations, field trips, and special projects.

END OF YEAR DEBRIEF

A staff debriefing at the end of the school year will allow staff to assess what went well over the course of the preceding year and to identify and discuss areas requiring improvement. This will include: staff surveys, brainstorming, free and facilitated discussion, staff problem-solving, and concrete planning for broadening successful practices so they are ready for implementation when students return in the fall.

R-08C.3. HOW THE SCHOOL WILL IDENTIFY PROFESSIONAL DEVELOPMENT TOPICS

Professional development topics will be identified in accordance with the school's mission, key design elements, teachers' and students' articulated and observed needs, as well as special populations' needs. For example, in order to plan topics for our Monthly Professional Development sessions, instructional leaders will identify areas for further strengthening through classroom observations as well as teacher surveys to determine their needs as well as those of their students. Student achievement data, teacher evaluation data and anecdotal data, will assist in identifying the topics.

R-08C.4. HOW THE PROFESSIONAL DEVELOPMENT PLANS SUPPORT THE MISSION, KEY DESIGN ELEMENTS, AND THE TARGET AND SPECIAL POPULATIONS' NEEDS

TACS's Professional Development Plans support the Mission, Key Design Elements, and Special Populations' needs by including these topics in the Summer Teacher/Staff Institute (Page 4) as well as the First Friday Monthly Professional Development sessions (See description above).

R-08C.5. HOW THE PROFESSIONAL DEVELOPMENT PLAN WILL MEET THE NEEDS OF ALL TEACHERS

TACS's Summer Teacher Institute, classroom observation and feedback, coaching, modeling, and mentoring are designed primarily to meet the needs of novice teachers. The needs of teachers new to the school will be addressed in TACS's Inaugural Summer Teacher Institute with topics that may be new for them (e.g. PBL, STEM, Spanish, Environmental Education). The

needs of highly effective teachers will be addressed by refresher and topic updates as well as more advanced training in subsequent years. The needs of teachers of all subjects will be addressed by collaboration with faculty at Syracuse University and SUNY Cortland in providing specific subject matter workshops for teachers as needed. In future years, topics will be selected based on assessment of teachers' needs. The Professional Development Plan will be based on identified instructional weaknesses, teacher interests, and analyses of student performance on assessments.

R-08C.6. THE PROCESS FOR EVALUATING THE EFFICACY OF THE PROFESSIONAL DEVELOPMENT PROGRAM

To evaluate the efficacy of the program, the Head of School will enlist the R/E/D group at Syracuse University (See R-12ab Partner Organizations and Commitment). This evaluation will help leaders determine if the program is successful in building teachers' confidence, skills, and effectiveness; improving student skills and achievement; providing continuous support for teachers; and contributing to a positive, healthy learning environment for students and staff. Teachers will be asked to identify ongoing professional development needs throughout the year. That information will be used to plan the monthly professional development days as well as the Summer Institute prior to the start of the new school year.

The professional development plan will also be evaluated and reviewed by the academic committee of TACS's Board of Trustees, drawing on teacher evaluation surveys and student data (benchmark and state assessment data). Surveys will be distributed to provide the school leadership team with confidential feedback and constructive suggestions for improvement.

R-08(D) TEACHER EVALUATION AND ACCOUNTABILITY

R-08D.1. – EXPLANATION OF HOW EXPECTATIONS FOR TEACHER PERFORMANCE AND STUDENT ACHIEVEMENT WILL BE ESTABLISHED, COMMUNICATED, AND INSTILLED IN STAFF

At the Summer Teacher Institute, the Head of School and Student Achievement Coordinator will establish, communicate and instill the expectations for teacher performance and student achievement. As we expect our students to continually strive to improve themselves, we expect no less from our teaching staff and will do everything possible to facilitate their professional development and success. Appropriate supports and training will be supplied to any and all staff members who show evidence of areas in need of improvement.

The School will hold teachers accountable for student results as they track the progress their students make in mastering required skills and concepts throughout the year. Teachers will meet weekly with the Student Achievement Coordinator and frequently consult to resolve instructional issues collaboratively. The Student Achievement Coordinator will take responsibility for the benchmark assessments, pacing charts, dissemination of data, and alignment of the curriculum with education standards. TACS's teachers, with the help of the Student Achievement Coordinator, will be responsible for the quality of instruction and the academic progress of each student.

R-08D.2. – A DESCRIPTION OF THE SCHOOL'S PROCESS AND CRITERIA FOR EVALUATING TEACHER PERFORMANCE AND HOLDING TEACHERS AND LEADERS ACCOUNTABLE FOR STUDENT ACHIEVEMENT

Teachers will be evaluated according to NYS Education Law 3012-c. Sixty percent will be based on rigorous and nationally recognized measures of teacher performance using Danielson's Framework for Teaching Evaluation Instrument, Instructionally Focused Edition on the NYSED Approved List of Teacher Practice Rubrics. Forty percent will be based on student achievement in state and local assessments. This assessment will be completed by the Student Achievement Coordinator in conference with individual teachers three times during the school year. He/she will work closely with teachers to support them in improving teaching skills with meaningful professional development and individual mentoring.

During the Evaluation section of the Summer Teacher/Staff Institute, TACS's teacher and staff evaluation process will be communicated. The Danielson's Framework for Teaching Evaluation Instrument will address the following domains: planning, instructional delivery, assessment, classroom management, school-wide contributions, and professionalism. A TACS-specific rubric will be developed that offers specific expectations for teachers to align their instruction with the school vision and increasing student achievement and for the school leadership to support teachers in achieving those goals.

Each teacher will develop an individualized Professional Growth Plan (PGP) that identifies specific areas of improvement and includes measurable goals for the year based on domains in the Danielson teacher performance rubric. The Student Achievement Coordinator will work

with teachers to ensure all goals are reasonably ambitious and align with TACS's mission, needs, and student academic achievement. Teachers will be expected to prepare a self-reflection based on their individual goals and bring supporting evidence (e.g. student assessment results). Student assessment data will drive key decisions in teacher recruitment, evaluation, retention and support. Financial incentives will be given to teachers receiving student growth scores in the effective and highly effective range.

R-09A – SCHOOL CULTURE AND DISCIPLINE

R-09A.1. THE SCHOOL’S GENERAL APPROACH TO SCHOOL CULTURE AND RATIONALE FOR THIS APPROACH

The success of Truxton Academy Charter School’s academic program and students depends on creating and maintaining a safe, strong, positive, respectful school culture for students, staff, and families. TACS’s general approach will include: **Positive Behavior Intervention and Supports, Conscious Discipline, Character Education, and Family/Community Involvement.**

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS (PBIS)

PBIS begins with developing and posting a matrix of expectations prior to the opening of school that is seen daily by students and staff as they enter the building. It emphasizes: Be Safe, Be Respectful, Be Responsible. Here is a sample matrix.

Truxton Academy Charter School Expectations

Classroom	Hallway	Cafeteria	Bathroom
<u>Be Safe:</u> <ul style="list-style-type: none">• Keep your hands, feet and objects to yourself.	<ul style="list-style-type: none">• Keep your hands and feet to yourself.• Move safely.• Keep distance between yourself and others.	<ul style="list-style-type: none">• Stay in your seat.• Chew your food carefully.• Raise your hand for help.	<ul style="list-style-type: none">• Keep your hands and feet to yourself.• Keep your feet on the floor.• Wash your hands.
<u>Be Respectful:</u> <ul style="list-style-type: none">• Listen and pay attention.• Be encouraging and helpful.• Be cooperative with others.	<ul style="list-style-type: none">• Walk quietly so other classes can keep learning.• Keep the hallways clean.	<ul style="list-style-type: none">• Talk quietly.• Keep your hands and feet to yourself.• Use kind words.• Use please and thank you.	<ul style="list-style-type: none">• Wait your turn.• Flush the toilet.• Pick up any trash.• Respect the privacy of others.

<p><u>Be Responsible:</u></p> <ul style="list-style-type: none"> • Have all supplies ready. • Complete your assignments on time. 	<ul style="list-style-type: none"> • Keep your hands and feet to yourself. • Artwork is to be admired with eyes. 	<ul style="list-style-type: none"> • Take care of your tray, and other lunch things. • Clean up as needed. 	<ul style="list-style-type: none"> • Use the restroom quickly. • Throw paper towels in trash. • Keep the water in the sink. • Leave the restroom clean.
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Setting expectations on the first day of school and practicing routines: reduces student behavior problems, improves school safety, and reduces the number of discipline referrals.

TACS’s teachers will develop explicit routines and help students practice them so they will know what to expect and do at all times during the school day. Appropriate behavior will be taught, practiced, reinforced and celebrated. The rationale for including PBIS is the research that shows that it improves academic performance and reduces discipline referrals.¹

CONSCIOUS DISCIPLINE

When children, staff, and community volunteers come to TACS, they will be welcomed into a positive, healthy School Family that builds unity and brings all children into the fold as caring, contributing members of it. Teachers and staff will warmly welcome students into the building and classrooms and will go well beyond what they are required to do in order to help them succeed and accomplish their goals. Conscious Discipline is a positive, skill-based classroom management program that helps schools, educators and students learn the skills needed to: resolve conflicts, enhance brain development, support self-regulation, strengthen relationships, and build respectful relationships with themselves, peers, parents, and each other. TACS’s School Family aims to bring all children, especially the most difficult, to a place of willingness to learn through a sense of belonging. It reduces stress while creating an atmosphere of caring,

¹ www.pbis.org/research, Horner, Rob, George Sugai & Timothy Lewis. Is School-Wide Positive Behavior Support an Evidence-Based Practice? April, 2015.

encouragement, and meaningful contributions.² Research indicates that caring relationships among all parties in schools are necessary for academic success.³

Safety, Connection, and Problem-solving are the core components of **Conscious Discipline**.⁴ Connection with others “wires” the brain for impulse control and contributes to self-regulation skills. When adults have the skills to model self-regulation and positive conflict resolution, and they interact with one another in a kind, respectful manner, children will do the same. Teachers and students will learn and practice: Composure, Assertiveness, Encouragement, Choices, Empathy, Positive Intent, and Consequences.

The rationale for using the Conscious Discipline approach is illustrated by the success of this approach at Summerfield Elementary School and many other schools nationwide. A TACS Board Member recently visited Summerfield Elementary School in Riverview, Florida. Derrick McLaughlin, Principal, reported that in the first year of implementing Conscious Discipline, the School’s academic rating increased from a “D” to a “B” and discipline referrals decreased from 189/year to 4/year.⁵ Training in Conscious Discipline for TACS’s staff is proposed to occur during the Summer of 2019. Conscious Discipline training is expected to be offered for parents and community members during the School’s second or third year.

CHARACTER EDUCATION

Character development will be integrated into TACS’s curriculum. Children and staff will focus on one positive character trait (e.g., honesty, respect, kindness, self-control, responsibility) per month. Teachers and staff members will encourage, reinforce and celebrate positive behavior and character traits throughout the school year. Older elementary students will be expected to model positive character traits as they partner with their younger “study buddies” for reading and other activities.⁶

² Bailey, B. A., (2011). *Creating the School Family*. Loving Guidance, Inc.

³ Wentzel, K. R., & Watkins, D. E. (2002). Peer relationships and collaborative learning as contexts for academic enablers. *School Psychology Review*, 31(3), 366.

⁴ Bailey, B. A., (2015). *Conscious Discipline: Building Resilient Classrooms*. Loving Guidance, Inc.

⁵ www.sdhc.k12.fl.us, McLaughlin, Derrick, Hillsborough County Public Schools, Riverview, Florida 33579

⁶ www.character.org/wp-content/uploads/2011/12/White_Paper_Battistich.pdf

FAMILY/COMMUNITY INVOLVEMENT

A family/community support system is a fundamental part of the success that students will experience at the proposed Truxton Academy Charter School. This approach is based on the parent-student-teacher triad. The School Family builds connections between families and schools, teachers and students, community members and students to ensure the optimal development of all. These connections provide: a willingness to learn, impulse control, and attention. We will communicate with and involve families and the community in a variety of ways. Specific examples include:

- Family/Community Orientation with Family/School Handbooks
- Monthly Family Nights – Open Houses, Student Art Shows, Concerts, Success Sharing
- Field Trips and PBL Projects with Community Business Partnerships
- Family involvement in construction and operation of the Rural Life Lab
- Volunteer program for parents and community members, and
- School website to keep families and community members updated on school happenings, needs, and volunteer opportunities.

Teachers are expected to contact a minimum of 4 parents each week and visit students' homes during the school year. Parents and community members will be encouraged to volunteer in classrooms, on field trips, in the library and cafeteria, and in the Extended Day program. Several local community businesses have agreed to partner with classes for field trips and PBL opportunities. Please see ***R-12ab - Partner Organizations*** for more detailed information.

R-09A.2. HOW THE SCHOOL WILL MAINTAIN A SAFE AND ORDERLY ENVIRONMENT

TACS is committed to establishing and maintaining a safe, orderly, respectful environment consistent with our mission **to plant a strong foundation for future academic success**. It is expected that all staff members, parents, and students will be respectful to each other and the learning environment. The Head of School will have the primary responsibility for implementing

Battistich, Victor. *Character Education, Prevention, and Positive Youth Development*, 2011-2012.

the discipline program and supporting teachers and staff members in their use of effective classroom management techniques.

The School will maintain a safe and orderly environment by providing the following:

- **A Safe Physical Environment.** The school building passed the inspection by a school-certified building inspector. All doors will be locked during school hours and all visitors will be camera-monitored before entering the building to ensure safety for everyone.
- **Conscious Discipline Training for the Head of School.** The Head of School will participate in a week-long Conscious Discipline training in the Summer of 2019.
- **Professional Development.** All staff will receive training in Positive Behavior Intervention and Supports, Conscious Discipline, Character Education, Family and Community Involvement, and TACS's Discipline Policies at the Summer Teacher/Staff Institute in August 2019 and during the year as necessary to refresh and build upon those skills and concepts.
- **Effective, Consistent Discipline Policies.** (See R-09b and R-09c.)
- **A Family Orientation Meeting.** Prior to the opening of school, a family orientation will be held. The School Family culture, student goals, and behavioral expectations will be explained. Family Handbooks (including TACS's Code of Conduct) will be distributed.

School staff members will be expected to implement TACS's culture and discipline policy starting from the first day of school. They will be expected to: set expectations, practice routines, build the School Family, and focus on children's strengths and the monthly positive character traits. Student achievement in all areas will be acknowledged and celebrated. The Research, Evaluation, and Development (R/E/D) Group affiliated with Syracuse University (in cooperation with the Board of Trustees) will anonymously survey students, parents, and faculty/staff to ensure that TACS's environment is safe and conducive to learning.

TACS's Discipline Policy is designed to maintain a safe, orderly environment in which students can learn effectively. By establishing and teaching clear expectations for behavior starting from the first day of school, the Truxton Academy Charter School will implement an effective

discipline system for misbehavior. Conscious Discipline training will enable teachers to see student misbehavior as opportunities to teach skills and coach positive, acceptable behavior. The purpose of TACS's culture and discipline is to redirect students to productive learning, thus developing habits required for future success. The Code of Conduct in TACS's Discipline Policy lists inappropriate behavior and a range of consequences. The School will create time and tools to support and document verbal or written reflection protocols in which students will communicate what happened, what rules were violated, and alternative actions that could have been taken. Reconciliation will include apologies and/or action related to the harm done.

TACS's Special Education Policy includes procedures to determine whether their behavior is a manifestation of the child's special needs. It is consistent with: (a) the requirements of due process and with federal laws and regulations governing the placement of students with disabilities, and (b) the requirements of the Dignity for All Students Act (Education Law Article 2) relating to the creation of policies intended to create a school environment that is free from discrimination or harassment.

R-09B – DISCIPLINE POLICY

The Truxton Academy Charter School has very high expectations for student behavior and a code of conduct to ensure students act appropriately and are always within a safe, structured environment. The TACS Board expects the **Positive Behavior Intervention and Supports System, Conscious Discipline, Character Education** and **Family/Community Involvement** programs to proactively assist in building a positive School Family and reduce inappropriate behavior. A Family Handbook, containing TACS's Discipline Policy, will be distributed to all families and staff members prior to the opening of school. Parents are expected to review the school rules in the Handbook with students. Students are expected to be respectful to adults, each other, and the School's learning environment. TACS's School Commitment, Student Rights and Responsibilities, and Code of Conduct are outlined below. Parents will review the Handbook, sign the Student/Parent Agreements, and return them to the School office when school starts.

SCHOOL COMMITMENT

1. **Safety** – We will always protect the safety, interests, and rights of all individuals.
2. **High Quality Education** – We will do whatever it takes to nurture and strengthen our students' knowledge, creativity, and character as we prepare them to excel academically, socially, and physically in life.
3. **Support and Respect** – We promise to respect, appreciate, and support every student. We will work together with parents for the benefit of all the children.
4. **Communication** – We promise to communicate regularly with parents about children's progress in person and by phone.
5. **Civility** – We believe that we are on the same team and we will conduct ourselves respectfully and professionally in our communication with parents and children.
6. **Fairness** – We will address all issues consistently and fairly. We will keep parents informed promptly when students are disciplined or deserve recognition for accomplishments.

STUDENT RIGHTS

All students have the right to: feel safe in the school environment; take full advantage of the learning opportunities; work in an environment free from disruptions, chaos, discrimination, and harassment; respectfully express their opinions, ideas, thoughts, and concerns; have a healthy environment free from smoke, alcohol, and drugs; use school resources and facilities for self-betterment under appropriate supervision; expect courtesy, fairness, and respect from all members of the school community; be informed of all expectations and responsibilities; take part in a variety of school activities; and due process.

NYS Dignity for All Students Act – At TACS, no student will be subjected to harassment or discrimination by employees or students on school property or at a school function based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

Student Responsibilities: All students have the responsibility to: be caring and honest and do their best to learn; respect school rules, regulations, and policies; be sure that personal expression does not interfere with the rights of others; follow state law and school policies concerning substance abuse; respect and protect the personal and property rights of others and of the TACS; treat all members of the community with full respect, fairness, and courtesy; and abide by all the expectations of the School and community.

CODE OF CONDUCT

The following rules and consequences are in place for dealing with inappropriate behavior. They are designed to help students learn alternative choices and protect all members of the community from disruptions or danger. Consequences for violating school rules depend on the severity of the infraction or the logical consequence within the given situation.

Inappropriate Behavior & Range of Consequences

Inappropriate Behavior	Range of Consequences
<ul style="list-style-type: none">● Running, littering, or making excessive noise in hallways, lunchroom, lavatories, library, or classroom ● Class disruption or failure to follow directions ● Engaging in unsafe behavior ● Leaving the classroom, school, or school-related activity without school permission ● Forgery of any kind, lying or providing false or misleading information to school staff, Cheating or any academic dishonesty, Tampering with school records	<ul style="list-style-type: none">● Review PBIS Matrix, Practice appropriate behavior ● Refocus in the “Safe Place” in classroom ● Refocus in Nurse’s or Head of School’s office ● Parent Contact ● Student-Parent-Teacher-Head of School Conference ● Student-Parent-Teacher-Head of School Conference

<ul style="list-style-type: none"> ● Exhibiting disrespect for the School code, policies, community, or culture ● Stealing, misusing, vandalizing, or destroying school property or other people’s property ● Cyberbullying and/or misusing or unauthorized use of computer or electronic devices (including but not limited to cell phones, iPods, etc..) or violating the School’s internet policy ● Fighting or engaging in any physically aggressive behavior against any member of the school community ● Engaging in sexual, racial, or any other type of harassment or inappropriate physical contact ● Intimidation, bullying, harassment, coercion or threatening injury to others ● Possessing or using alcohol, tobacco, drugs, fireworks, weapons, etc. 	<ul style="list-style-type: none"> ● Reparations ● Student-Parent-Teacher-Head of School Conference ● Alternative Educational Setting ● Reparations, Reconciliation ● Suspension ● Alternative Educational Setting ● Student-Parent-Teacher-Head of School Conference ● Loss of School Privileges ● Student-Parent-Head of School Conference ● Reparations ● Alternative Educational Setting ● Out-of-school suspension
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	<ul style="list-style-type: none"> • Other consequences deemed appropriate • Expulsion
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Explanation of Consequences:

- **Parent Contact:** Teachers will contact family members to inform them of their child’s behavior and discuss appropriate strategies that can be used both at school and at home. The plan will be written down and parents will be asked to sign the document and send it back to school.
- **Refocus:** If a student repeatedly disrupts the learning environment, he/she may go to the Safe Place in the classroom, the Nurse’s office, or School office to refocus, reflect on his/her actions and develop a plan to return to class as productive members of the learning community.
- **Reconciliation:** Students are responsible for their actions and the impact they have on others. Students may be asked to articulate how he/she will act differently to their classmates and teachers in the future to support the School Family and learning community.
- **Reparations:** Students may be asked to compensate those affected by their inappropriate behavior (e.g. make amends, replace damaged property).
- **Student/Parent/Teacher Conference:** Parents are integral partners in helping support a child who is struggling in school. By coordinating strategies to help students in learning appropriate behavior, we increase the likelihood of success.

- **Alternative Educational Setting:** This will be utilized for students that require consequences for behavior in a restricted educational setting.
- **Behavioral Contract:** A behavioral contract may be developed for students who regularly violate the Code of Conduct and require consistent monitoring to modify their behavior. It will clearly describe expected student behaviors and require parent and teacher signatures.
- **Loss of School Privileges:** Students who continue to exhibit inappropriate behaviors will face loss of privileges, including access to extra-curricular field trips and special events.
- **In-School Suspension:** Used only for serious or persistent infractions of school rules. Students spend the school day supervised by a staff member in a school office, working on their schoolwork. They obtain a staff signature to be dismissed.
- **Out of School Suspension and Expulsion:** TACS will suspend students for the most serious breaches of the Code of Conduct. In all cases, parents will be informed and must attend a conference with the Head of School. In the event that a child is suspended or expelled, an alternative instructional setting will be established no later than the day after the suspension or expulsion is effective.

Bus Policy

Appropriate behavior on school buses is required at all times for safety.

Misconduct will result in:

- **1st incident:** a warning is issued,
- **2nd incident:** student will not be allowed to ride the bus for one day,
- **3rd incident:** student will not be allowed to ride the bus for a school week,
- **4th incident:** student will be prohibited from riding the school bus.

Gun-Free Schools

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

STUDENT CONTRACT

As a student of TACS, I have read, understand, and agree that I am responsible and will demonstrate such by:

- I will show consideration for the rights and feelings of others, being careful not to hurt them physically or make them feel bad.
- I will speak to others respectfully.
- I will show respect for all people working or helping in the school.
- I will show careful regard for both my property and the property of others.
- I will always ask permission before I borrow other people's things, and I will return them promptly and in good condition when I am finished.
- I will attend school regularly.
- I will remain at school during school time.
- I will do my best in my schoolwork, and I will let others do their best.
- I will ask for help if I do not understand.
- I will not bring any prohibited items to school.
- I will help keep the school building and grounds clean and tidy.
- I will walk in the halls.
- I will agree to any consequences given to me by the Head of School.

I, _____ (Student name), in audience
with, _____ (Parent/guardian name), hereby
declare on this date, _____ (Today's date), that I have
read and understand, and agree to all terms of the Truxton Academy Charter School Family
Handbook. We will make every effort to uphold the terms of this agreement.

Student's Signature: _____ **Date** _____

Parent/Guardian Signature: _____ **Date** _____

Administrator Signature: _____ **Date** _____

PARENTS AS PARTNERS CONTRACT

As partners in the educational process at TACS, parents are asked to:

- Actively participate in school activities, such as Parent-Teacher Conferences.
- Telephone the school when the student will be absent or tardy.
- Notify the school office of any changes of address or important phone numbers.
- Inform the school of any special situation regarding the student's well-being, safety, and health.
- Complete and return to school any requested information promptly.
- Read school notes and newsletters and show interest in the student's total education.
- Treat teachers and administrators with respect and courtesy at all times, including during discussion about student problems.
- Ensure that the student pays for any damage to school books or property due to carelessness or neglect on the part of the student.
- Set appropriate rules, times, and limits so that your child:
 - Gets a full night's sleep on school nights.
 - Arrives at school on time and is picked up on time at the end of the day.

As a parent/guardian of the above student, I have reviewed the Family Handbook and will do my best to ensure that I comply with all rules and regulations.

Parent's Name: _____

Parent's Signature: _____ Date _____

IMPORTANT

Progress report and report cards given during the year will be considered a form of notification in regards to students' progress and grades. It is a parent's responsibility to contact teachers with any concerns about the student's achievements/grades.

R-09C – SPECIAL EDUCATION DISCIPLINE POLICY

The Special Education Discipline Policy of the Truxton Academy Charter School (TACS) for any student with a disability will be consistent with the Individuals with Disabilities Education Act (“IDEA”), its implementing regulations and applicable New York State law respecting students with disabilities. TACS will cooperate with the Committee on Special Education (“CSE”) of the student’s district of residence as necessary to ensure compliance with all applicable laws and regulations.

Generally, a student with, or suspected of having, a disability may be disciplined in the same manner as his/her non-disabled peers as set forth above. However, when a student is suspended for more than 10 days, or on multiple occasions that, in the aggregate, amount to more than 10 days in a school year, additional safeguards are in place to ensure that the student’s behavior was not tied to or was a manifestation of his/her disability. An exclusion from school for a period greater than 10 days, as described in this paragraph, is considered a change in placement.

A student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective, or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to an infraction, the matter will be immediately referred to the Committee on Special Education (CSE) for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for a total of 8 days, the School will contact the CSE for reconsideration of the student’s educational placement. Such student shall not be suspended for a total of more than 10 days during the school year without the specific involvement of the CSE of the student’s district of residence prior to the 11th day of suspension, because such suspensions may be considered to be a change in placement.

The Truxton Academy Charter School will work with the CSE to ensure that it meets within 7 days of notification of any of the following:

- The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days;
- The commission of any infraction resulting from the student's disability; or
- The commission of any infraction by a student with a disability, regardless of whether the student has previously been suspended during the school year, if, had such an infraction been committed by a non-disabled student, the Head of School would seek to impose a suspension in excess of 10 days.

When a change of placement of greater than 10 days is proposed, a manifestation team consisting of:

- someone from the CSE who is knowledgeable about the student and can interpret information about the student's behavior generally;
- the parent/guardian; and
- relevant members of the student's CSE IEP team (determined by the parent and CSE)

shall convene immediately, or no later than 10 days after the decision to change placement, to determine whether the conduct was a manifestation of the student's disability.

In the event of a proposed short-term or long-term suspension or expulsion of a student with disabilities, TACS will follow the notice procedures described above for students without disabilities. The notice to the parent/guardian will advise that the CSE has been notified. The notice will state the purpose of the CSE meeting and the names of the expected attendees and indicate the parent/guardian's right to have relevant CSE members attend.

The manifestation team must review the student's IEP together with all relevant information within the student's file and any information provided by the parent/guardian. If the manifestation team concludes that the child's behavior resulted from his disability, the

manifestation team must conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) to address the behaviors giving rise to the conduct, unless an FBA or BIP was made prior to the student's violation of school rules giving rise to the suspension, in which case each should be reviewed and revised, if necessary, to address the behavior. A student whose IEP includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the CSE may consider a change in the guidelines.

Moreover, the student must also be returned to his or her original placement (i.e. the placement from which he/she was removed), unless: (a) the parent and district agree to another placement as part of the newly created or revised BIP, or (b) in cases where the child:

- Carries or possesses a weapon to or at school, on school premises, or to or at a function under the jurisdiction of the State or local educational agency;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency.

The Committee on Special Education shall determine an appropriate Interim Alternative Educational Setting ("IAES"), which shall not exceed 45 days.

If a student does not currently have an IEP, but prior to the behavior which is the subject of the disciplinary action, the School has a basis of knowledge that a disability exists, the student's family may request that the student be disciplined in accordance with these provisions.

Alternative Instruction

Students who are suspended will be provided with alternative instruction. Arrangements will be made between the school and each individual family on a case-by-case basis. In cases of suspension, alternative instruction by qualified staff will be offered within 24 hours of any suspension. Such instruction can be at a location and time of the school's choosing, so long as each is reasonable and the student has notice of it. The school can choose to provide tutoring to a suspended student at the school, the student's home or some other reasonably accessible location, either during the school day or before or after school hours. Alternative instruction means actual instruction as opposed to simply giving homework or assigning self-study. The quality of the instruction will be designed to allow the student to keep pace with school work, receive all assignments and assessments, and generally advance with the curriculum. When appropriate, the student may be assigned a project designed to address the conduct that gave rise to the suspension.

During long-term suspensions, the school may also seek to place the student during the term of the suspension in any alternate education program that is operated by the student's school district of residence. For a student who has been expelled by the school, the means and manner of alternative instruction will be the same as for a student who has been suspended. Alternative instruction will be provided until the student is enrolled at another accredited school, or is otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, to the extent the provision of such services is required by law. As above, the school may seek, where appropriate, to place the student in an alternative education program operated by the student's school district of residence either through agreement with the school district or by operation of law.

If the suspension of a student with a disability is upheld, the student, at the school's sole discretion, may be placed in alternative instruction, or be required to remain at home during the duration of the suspension, but not for a period of time greater than the amount of time a non-disabled student would be subject to suspension for the same behavior. A suspended

elementary school student will be assigned to alternative instruction for direct instruction for a minimum of one hour per day. The School will assign staff to develop alternative instruction that will enable the student to complete required coursework and make sure that the student progresses toward his/her IEP goals. If TACS believes it is unable to accommodate the provisions of the student's IEP, it will immediately contact the CSE to convene a meeting to remedy the situation. The School will coordinate with the student's general education teachers to ensure that the coursework and homework is gathered and provided to the student. During alternative instruction, the School will ensure all assignments are taught, reviewed, and submitted to the general education teacher in a timely fashion. In addition, when appropriate, the student may be assigned a project designed to address the behavior that gave rise to the suspension.

R-09(D) DRESS CODE

In response to community feedback, TACS will not require students to wear uniforms. Instead, students will adhere to the general guidelines below to ensure they are comfortable and able to learn, particularly when learning occurs beyond the classroom walls.

Shirts and Outerwear:

- Students may wear short-sleeved or long-sleeved t-shirts, button down shirts, polo shirts, and/or sweatshirts on a daily basis.
- Students shall not wear tank tops or tops with spaghetti straps.
- Students shall not wear scarves or hats inside the school without a documented religious reason or health-related reason.

Shorts, Skirts and Pants:

- Students may wear knee-length shorts or skirts.
- Students may wear jeans, trousers, or long pants, which must be worn at their natural waist.

Footwear:

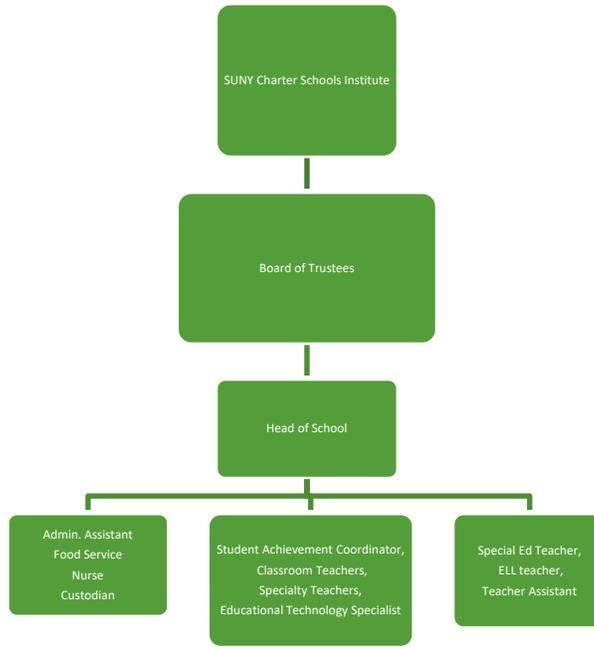
- Students may wear sneakers, closed toe shoes, or boots.
- Students shall have laces safely tied at all times.
- Students shall not wear open-toed sandals or high heels at any time.

Jewelry and Accessories:

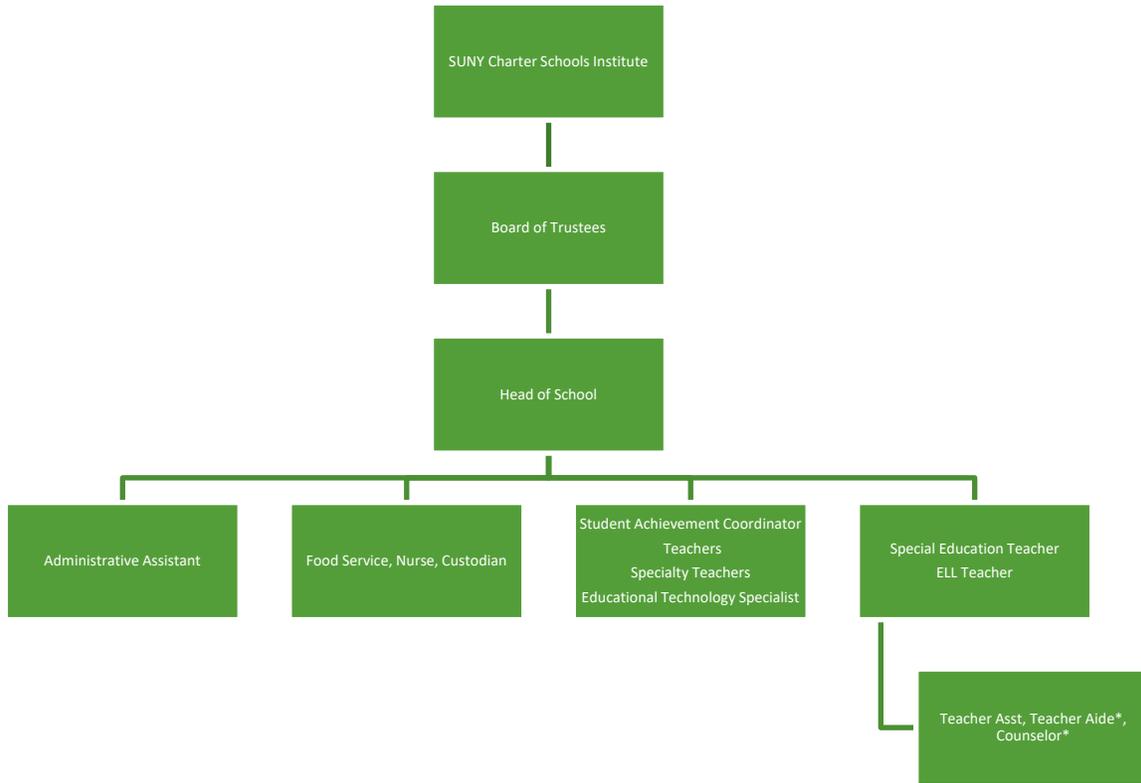
- Students may wear small earrings, but none that dangle from the ear.
- Students may wear a watch.
- Students shall not wear other jewelry notwithstanding a documented religious or health-related reason.

RESPONSE 10(A) - ORGANIZATIONAL CHART

Truxton Academy Charter School - Organizational Chart for 1st Year



Truxton Academy Charter School - Organizational Chart for 5th Year



*Add Year 3: Teacher Aide, Counselor

R-10(B) SCHOOL LEADERSHIP AND MANAGEMENT STRUCTURE

RATIONALE FOR CHOOSING ORGANIZATIONAL CHART

Our Organizational Chart was selected to ensure viability in academic, fiscal, and operational areas of a relatively small rural school starting with a student population of 80 children in Kindergarten through 2nd Grade. As our student enrollment increases, positions will be added to achieve our goal of providing a high-achieving, welcoming learning environment for all students.

The instructional and non-instructional components of our school will function interdependently. Decisions will be made with student success as the top priority. The instructional components will ensure that a high level of academic achievement, rigor, and accountability occurs in the daily learning environment. The non-instructional elements will support all instruction and decisions will be made with student achievement as our main goal.

Lines of Reporting and Accountability

The Board of Trustees will oversee the academic, fiscal, and operational viability of the Truxton Academy Charter School (TACS). It will be responsible for ensuring its success in all areas. The Board will hire and delegate authority for the day-to-day operations of the School to the Head of School, who will oversee all operations of the School and report directly to the Board. The Head of School will be a strong team leader who will employ shared decision-making in his or her leadership with community members, parents, students, teachers, and staff members. He or she will establish a Professional Learning Community and be responsible for monitoring, coaching, and supervising the Administrative Assistant, Student Achievement Coordinator, and all operational employees (custodian, food service, nurse, and educational technology specialist). The Student Achievement Coordinator will provide leadership and support for TACS's Instructional and Special Education programs. He/she will work with the Educational Technology Specialist and all instructional staff members to collect, coordinate, and analyze all student assessment data. The Student Achievement Coordinator will support and oversee the instructional staff: classroom teachers, special education teacher, ELL teacher, specialty teachers, teaching assistant, teacher aide, and any contracted instructional service providers. The Head of School and the Student Achievement Coordinator will collaborate on teacher evaluations.

Management Practices and Procedures

The Board of Trustees is responsible for making key organizational decisions at the monthly Board meetings held on the first Monday of each month. All school communities face decisions and trade-offs related to priorities, programming, budget, curriculum and other questions. Our students' achievement and success is our main goal to consider when setting priorities and making key organizational decisions. The Board will work with the Head of School and involve all "stakeholders" using the collaborative decision-making process when making important

organizational decisions. Several scholarly articles reveal the increased success of incorporating collaborative decision-making into school communities.

According to Michael Stone, “Collaborative decision-making builds cooperation, which is essential for sustainable communities. This approach enables the full range of “stakeholders” to be included in the process, increasing the likelihood of success. The best decisions usually involve everyone who might be affected – teachers, administrators, parents, students, staff, and other community members. When everyone has participated in making the decision, they’re more apt to support it. When adults model collaboration and involve students in meaningful decision-making, they affirm students as individuals while helping them recognize their responsibilities to others. By observing and participating in this process, young people learn about cooperation, tolerance, empathy, caretaking, and supporting others. Collaboration requires skillful, flexible leadership and often takes more time and effort.”¹ Federal, state, and local laws, contracts, and policies will be followed. Emergencies and decisions involving laws and policies cannot be made using the collaborative decision-making process. Board members, Head of School, school staff, and other “stakeholders” will be informed of laws and policies that govern key school organizational decisions.

EVALUATION PROCEDURES FOR STAFF IN MANAGEMENT POSITIONS

The **Head of School** will be assessed by the Board of Trustees according to NYS Education Law 3012-c. Sixty percent of the evaluation will be aligned with the NYS Leadership Standards using the Marshall Principal Evaluation Rubric, 2012 Revised Edition, on the NYSED Approved List of Principal Practice Rubrics.² Forty percent will be based on feedback from: an independent evaluator, teachers, support staff, students, parents, community members, Board of Trustees, neighboring school district staff, and review of school records, documents, and processes. Measurable goals will be set with the Head of School and a survey created that will focus on evidence of: effective administrative and team building skills, support for TACS’s mission and key design elements, a respectful and collaborative manner with teachers and students, and suggestions for improvement. Mid-year and end-of-year surveys will be distributed to “stakeholders,” including: teachers, school staff, parents (with student input), and community members. Board members will collect and analyze the surveys for evaluation.

Student Achievement Coordinator

The Student Achievement Coordinator will be assessed by the Head of School and Board of Trustees using appropriate rubrics designed to evaluate the quality of the School’s: instructional

¹ Stone, Michael. (2012). What is the Answer to Increased Success in School Communities? Collaborative Decision-Making.

<http://www.ecoliteracy.org>

² www.usny.nysed.gov/rttt/teachers-leaders/practicerrubrics/

leadership, curriculum, instruction, special education program, and student academic achievement. Mid-year and end-of-year surveys will be distributed, collected and analyzed to “stakeholders” including: teachers, school staff, parents (with student input), and community members. School records and student assessment data will be reviewed.

RECRUITMENT PLANS FOR SELECTING THE SCHOOL LEADER

Process and Criteria the School Will Use to Select the School Leader

The TACS Applicant Group will seek a visionary leader with a record of prior success in creating a Professional Learning Community and working collaboratively with staff, elementary students, parents, and community members. We will look for an experienced school educator, administrator and strong team leader with a commitment to accountability. The candidate needs to demonstrate passion and determination to administer a rigorous curriculum aimed at academic achievement in a healthy, safe, positive, welcoming “School Family” environment for all students. We will seek to recruit a school leader who has demonstrated experience with: teaching and administration in public and/or charter schools, rural students from low-income households, academic data collection and assessments, professional development, recruiting and managing personnel, administering evaluations, school financial management, overseeing school budgets, and facilitating board governance.

Hiring Process

The TACS Board of Trustees will be responsible for the recruitment and selection of the Head of School. Our Board of Trustees contains parents, retired teachers, college professors, community leaders, and residents. The Board of Trustees Hiring Committee will conduct a nationwide search for the Head of School position.

In order to recruit qualified candidates, the Head of School job description and timeline will be posted on national and local job search websites, charter school websites, in newspapers. (e.g. *The New York Times*, *Wall Street Journal*, *Cortland Standard*, *Syracuse Post Standard*, *Ithaca Journal*, *National Alliance for Public Charter Schools*) and at major universities. Applicants will be screened, references and background information checked, and interviews held, to assure credibility and high quality. The Research, Evaluation, and Development (R/E/D) Group, affiliated with Syracuse University, has offered assistance in recruiting TACS’s Head of School. A thorough search and rigorous interview process will be conducted to select the finalist.

All job applicants must provide: a cover letter stating their qualifications and educational philosophy, a completed employment application, current resume, proof of teaching and school administration certification (licenses, degrees, certificates, etc.), and 3 professional references. (Note: TACS relies on the accuracy of application information. Applicant misinformation, falsification, or material omission may result in exclusion or termination of employment.

Step 1: The Hiring Committee will screen applicants for a potential match of expectations and culture and select qualified candidates to participate in the interview process. It will observe a demonstration of skills (in person or by video), pose questions and situations to the applicant, and measure their responses.

Step 2: Final interview questions will be asked. TACS's Code of Ethics and Employee Handbook will be given to the candidate. All credentials, education, previous employment, and references will be verified. Fingerprinting and criminal background information will be checked.

Step 3: A final decision will be made by the Hiring Committee, and a recommendation sent to the Board for approval. The candidate is called to sign a contract plus acknowledgement of the Employee Handbook, including the "at-will" relationship, in which employment may be terminated at any time with or without cause or notice by TACS or the employee. A majority vote of TACS's Board of Trustees is required to hire or terminate any TACS staff member.

Role of any Partner Organization in the Selection Process

The Truxton Alumni and Community Supporters, Inc. own the school building. Members of that group will serve on the search and selection committee for the Head of School as well as the Custodian, Educational Technology Specialist, Cafeteria Staff and any other positions that directly involve the operation of the school building.

R-11AC - PERSONNEL

R-11A – STAFFING CHART AND RATIONALE

TACS staffing projections are aligned with the overall small size of the proposed school's student body, while still being sufficient to establish and support a growing school and implement a variety of high quality programs.

	Year 1	Year 2	Year 3	Year 4	Year 5	
ADMINISTRATIVE PERSONNEL FTE	FTE					Description of Assumptions
Executive Management	1.0	1.0	1.0	1.0	1.0	Head of School
Instructional Management	0.0	0.0	0.0	0.0	0.0	
Deans, Directors & Coordinators	1.0	1.0	1.0	1.0	1.0	Student Achievement Coordinator, this is a single position
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0	
Operation / Business Manager	0.0	0.0	0.0	0.0	0.0	
Administrative Staff	1.0	1.0	1.0	1.0	1.0	Admin. Asst.
TOTAL ADMINISTRATIVE STAFF	3.0	3.0	3.0	3.0	3.0	

INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	4.0	4.0	5.0	6.0	7.0	
Teachers – Special Education	1.0	1.0	1.0	1.0	1.0	
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	contracted
Teaching Assistants	1.0	2.0	2.0	2.0	2.0	
Specialty Teachers	1.5	1.5	2.0	2.0	2.0	0.5 FTE for a PE Teacher, .05 FTE years 1 & 2 then 1FTE years 3 to 5 for our ELL teacher,

						0.25 FTE Music and 0.25 Art
Aides	0.0	0.0	0.0	1.0	1.0	
Therapists & Counselors	0.0	0.0	0.0	0.0	0.0	contracted
Other	0.0	0.0	0.0	0.0	0.0	
TOTAL INSTRUCTIONAL	7.5	8.5	10.0	12.0	13.0	

**NON-
INSTRUCTIONAL
PERSONNEL FTE**

Nurse	0.5	0.5	0.5	0.5	0.5	
Librarian	0.5	0.5	0.5	0.5	0.5	Education Tech Specialist/library and media, the school expects to involve community volunteers for reading and library
Custodian	1.0	1.0	1.0	1.0	1.0	
Security	0.0	0.0	0.0	0.0	0.0	
Other	1.0	1.0	1.0	1.0	1.0	cafeteria support
TOTAL NON-INSTRUCTIONAL	3.0	3.0	3.0	3.0	3.0	

TOTAL PERSONNEL SERVICE FTE	13.5	14.5	16.0	18.0	19.0	
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STAFFING RATIONALE:

In its first year of operations, TACS will employ three administrative staff members, four full time teachers, a special education teacher, a teaching assistant, three part-time special teachers, and three non-instructional staff members, as illustrated in the tables above.

The TACS Head of School will provide external-facing as well as internal-facing leadership and supervision. He/she will work closely with TACS's Student Achievement Coordinator to ensure strong academic outcomes for all students. The Head of School will report directly to the Board of Trustees on all school matters (academic, organizational, and fiscal.) An administrative assistant will provide office, bookkeeping, and communications support for the School. These roles will comprise the administrative team for the entirety of the TACS team, including at scale.

The proposed school hopes to serve students in Kindergarten through 2nd grade in its first year, and expand to serve an additional grade in each subsequent year through 6th grade. The School will initially employ four classroom teachers (two sections of kindergarten, one each for 1st and 2nd grades), as well as part-time specialty staff until the size of student enrollment requires these to become full time positions. The staffing plan above demonstrates the slow, consistent growth of TACS'S instructional staff over the course of the charter term to accommodate the increased number of students and grades served.

R-11B - STAFF RESPONSIBILITIES AND QUALIFICATIONS

<u>Head of School</u>	
Responsibilities	Qualifications
<ul style="list-style-type: none"> • Provide positive, inspiring leadership for the Truxton Academy Charter School • Communicate TACS's mission and values to staff, students, families, community members and neighboring school district personnel • Serve as TACS's Operational, Financial and School Culture Leader • Facilitate and encourage parent and community involvement at TACS • Support student recruitment and enrollment efforts and procedures • Manage and coordinate food services, transportation, school vendors, and contracted providers. • Handle all Human Relations policies, procedures and paperwork and ensure compliance with all state and federal laws and workplace regulations • Work with TACS's Board members to recruit, hire, and train staff 	<ul style="list-style-type: none"> • Commitment to TACS's mission, key design elements, school culture and values • Master's degree (preferred) and NYS teaching and school administration certification • Enthusiasm for work and the ability to motivate and unite staff members as a team to create a positive, successful learning school environment • Successful experience in an elementary school leadership position (rural setting preferred) using collaborative decision-making skills • A passion and commitment to creating a positive high quality school environment where students achieve academic success • Demonstrated experience and success in leadership, communication, teamwork, and organizational skills necessary for a start-up school environment • High expectations for self, staff + students • Strong personal and professional integrity

<ul style="list-style-type: none"> • Provide training, coaching, support and supervision of operational and administrative staff • Supervise the Administrative Assistant, the Student Achievement Coordinator, and all Operations staff members (e.g. custodian, cafeteria staff, nurse) • Coordinate payroll and finances with TACS's Accountant and Admin. Assistant • Prepare and manage the budget, finances, and support the annual auditing process • Manage school technology with assistance from the Educational Technology Specialist • Report regularly to the TACS Board on enrollment, financial status, operations, student achievement, and school issues • Attend a Conscious Discipline Institute, Summer, 2019 for training to establish and maintain a positive, safe School Family culture for all students, staff, families, and the community • Handle all school discipline, behavioral issues, and grievances • Implement all school policies and procedures as directed by the Board • Work with the Student Achievement Coordinator in planning and implementing professional development and teacher evaluation • Coordinate evaluation of school programs and recommend policy changes and resource allocation • Organize Extended Day programming, Monthly Family Events, and School Volunteers with staff assistance 	<ul style="list-style-type: none"> • Willingness to accept feedback and commitment to continued professional growth • A positive, caring attitude and respect for elementary children, their parents and families, teachers, and community members • Strong organization and communication skills • Strong recommendations from prior employers, colleagues and employees • Successful school experience in the areas of: hiring, managing, coaching, supervising, and evaluating staff; operations; finance; Board relations; strategic planning; and community relations. • Successful experience in school financial management: budgeting, payroll, the auditing process, and data processing • Knowledge and successful experience with the NYS school curriculum, data reporting requirements, and federal laws and regulations pertaining to schools. • A team leader with successful experience using collaborative decision-making skills • Knowledgeable about state and federal education laws and workplace regulations • Demonstrated ability to persevere despite challenges
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Student Achievement Coordinator

Responsibilities

Qualifications

- Provide positive, inspiring leadership for TACS’s Instructional and Special Education Programs
- Provide guidance, support, observation, coaching, supervision, and evaluation of teachers and instructional staff members
- Work with the Head of School to plan and implement TACS’s Professional Development plan, including Special Ed procedures and requirements
- Facilitate and monitor curriculum development, instruction, and assessment
- Work with the Ed Tech Specialist and teachers to track, analyze, coordinate, identify gaps, and report student assessment data
- Identify, support, and co-teach special needs students with classroom teachers
- Work with teachers and parents to help students improve skills and academic achievement
- Manage the School’s RTI process, including students with IEPs and BIPs, to ensure appropriate services are provided
- Coordinate all meetings and activities with the School District’s CSE
- Coordinate external service providers (e.g. a contracted Counselor)

- Commitment to TACS’s mission, goals, culture and values
- Holds valid and current NYS certifications in Elementary Teaching and Special Education
- Master’s degree (preferred)
- Enthusiasm for work and ability to unite TACS staff members in a team effort
- At least 2 years of successful classroom teaching experience at the elementary level (rural setting preferred)
- Successful teaching experience in Special Education
- Demonstrated respect for all children and their families and a passion for education
- Positive communication skills with staff, students, parents, and community members
- Excellent collaboration, organization, facilitation, and problem-solving skills
- Experience with curriculum development, assessment tools, teacher coaching, teacher supervision and evaluation
- Strong ability to analyze and use data to inform decision-making
- Excellent skills in assessing, analyzing, and reporting student achievement data
- Demonstrated success raising the achievement levels of all students
- Knowledgeable about all Special Education laws and regulations, the RTI process, IEPs,

<ul style="list-style-type: none"> • Maintain a record of services provided for special needs students that meet all compliance and reporting requirements 	<ul style="list-style-type: none"> • BIPs, and the CSE referral process as well as ELL programs • Confidentiality regarding student records
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<p><u>Administrative Assistant</u></p>	
<p>Responsibilities</p>	<p>Qualifications</p>

<ul style="list-style-type: none"> • Control visitor admittance to building • Maintain Main Office • Welcome all students, parents, teachers, and community volunteers and direct them to the appropriate place or person • Serve as the primary contact for all school communication via phone • Check and summarize all voice messages and respond to general inquiries • Work with Head of School and accounting firms to manage accurate financial records • Maintain records in accordance with legal requirements and audit guidelines • Ensure confidentiality and security of office space, files, and all student, family and staff information • Type and distribute school correspondence • Manage accurate attendance records • Manage student data + info updates • Order materials, office supplies, curriculum resources • Provide administrative support, including scheduling meetings and conference calls, maintaining calendars, arranging travel, and managing correspondence • Sort and route mail 	<ul style="list-style-type: none"> • Commitment to TACS’s mission, goals, values and a passion for education • Degree in Business, Bookkeeping, Accounting or related field • Minimum of 1 year experience working in an elementary school setting • Distinguished record of administrative professional expertise • Excellent communication skills • Computer proficiency with Microsoft Office and instructional programs • Experience in office procedures • Respect for all staff, students, parents, and visitors and greeting them cordially • Handling information with confidentiality • Answering the phone professionally, • Filing and photocopying • Quantitative skills and experience with accounting, and financial management • Excellent oral/written communication skills • Strong organizational skills • Ability to manage multiple priorities • Composure in stressful situations • Team player determined to help TACS + students succeed • Strong recommendations from former employers and employees
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<ul style="list-style-type: none"> • Manage inventory and office supplies • Work with Head of School to schedule and plan school calendar and events 	<ul style="list-style-type: none"> • Demonstrates initiative and a willingness to learn • Proven success in detail-oriented positions • Experience working with elementary-aged students and teachers preferred
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Classroom Teachers

Responsibilities	Qualifications
<ul style="list-style-type: none"> • Prepare joyful, rigorous and engaging lessons for elementary-aged children that demonstrate fidelity to the New York Common Core Learning Standards • Create a positive classroom environment, contribute to creating a “School Family” for children to succeed and achieve academic, social, and emotional skills • Conduct formative and summative assessments to improve student learning and work with staff to adjust instruction to help meet individualized learning goals for all students • Use student performance data to design strategies for students to successfully acquire and improve academic skills • Mentor and provide guidance to Teacher Assistants and Aides • Contribute to the professional community and “School Family” by identifying needs and developing solutions • Demonstrate the school’s character virtues and integrate character education and conscious discipline into instruction 	<ul style="list-style-type: none"> • Commitment to furthering TACS’s mission, goals, culture and values • Bachelor’s degree and teacher certification in elementary education • Successful teaching experience at the elementary level, rural school preferred • Ability to build rapport with elementary-age children, staff, and community • Articulate, confident, positive, warm professional demeanor • Excellent judgment and discretion • Initiative, organization and follow-through • Demonstrated success raising achievement of elementary-age rural students • Knowledge + experience in teaching the Elementary Common Core standards • Experience integrating digital resources into teaching & learning • Experience and knowledge of assessment programs for elementary students as well as strategies for struggling students • Strong classroom management skills • Open to implementing Positive Behavior Intervention and Supports System and Conscious Discipline skills and methods

<ul style="list-style-type: none"> • Participate in Project-Based Learning and Rural Life Lab activities • Make home visits to students • Communicate frequently, honestly, and respectfully with parents and be available by phone during the evening to talk with parents • Collaborate with other teachers to help children be successful • Collaborate as a team member in the Summer Teacher Institute and on-going professional development meetings • Confidentiality regarding individual students and family information • Assure safety in the classroom and in all school settings • Implement student’s IEP’s and/or other special education student plans • Differentiate instruction, especially for ELL students and struggling learners • Create a culture of excellence, inquiry, and evidence seeking for learners • Utilize technology resourcefully, proficiently, and responsibly • Collaborate with community partners and school volunteers • Participate in Extended Day tutoring and activities 	<ul style="list-style-type: none"> • Open to feedback + the desire to continuously improve • Willingness to make student home visits and regularly communicate with parents • A team player who can handle a fast-paced changing environment • Eagerness to go above and beyond the job requirements to help children learn and succeed and improve the School • Proficiency in Spanish (preferred) or willingness to learn Spanish • Demonstrated respect for children and their parents and a passion for learning • A passion for learning and serving all students • Openness and willingness to incorporate Project-Based Learning, agriculture, Spanish, and environmental education into the curriculum with assistance from other staff members and community volunteers • Willingness to assist with Extended Day tutoring and/or small groups of students in enrichment activities • Knowledge and experience with implementing IEPs, BIPs, and programs for students with special needs
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<u>Special Education Teacher</u>	
Responsibilities	Qualifications
<ul style="list-style-type: none"> • Conduct and analyze formative and summative assessments to determine special education students’ needs 	<ul style="list-style-type: none"> • Commitment to furthering TACS’s mission, goals, culture and values

<ul style="list-style-type: none"> • Use student performance data to design and adjust instructional strategies for SPE students • Prepare and conduct joyful and engaging daily lessons according to SPE students' identified needs • Meet frequently with classroom teachers and the Student Achievement Coord. to collaborate on strategies to help SPE students achieve success • Actively participate in all professional development and coaching sessions • Consistently analyze student data and provide students, teachers, and key stakeholders with accurate and frequent feedback • Keep well-organized, up-to-date records on all SPE students' achievement data • Communicate consistently with families and other key stakeholders • Complete all duties and tasks as assigned 	<ul style="list-style-type: none"> • Holds valid and current NYS Special Education Certification, dual certification with ELL preferred • Enthusiasm for work and strong work ethic • Two years of successful Special Education elementary teaching experience preferred (rural setting preferred) • Demonstrated passion for education, strong positive communication skills and respect for all children and their families • Demonstrated knowledge of all Special Education laws, regulations, procedures, including: IEPs, BIPs, RTI model, and CSE • Demonstrated ability to analyze data and apply feedback to raise the achievement levels of special needs students • Commitment to professional growth • Excellent interpersonal, organization and communication skills with experience in problem-solving, and relationship building • Ability to collaborate with other teachers and work in a team to ensure alignment of instruction and services • Confidentiality regarding student records
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English Language Learner (ELL Teacher)

Responsibilities	Qualifications
<ul style="list-style-type: none"> • Before school begins, make home visits to students who may have limited English proficiency and administer the Home Language Survey. • If the student's language is other than English, conduct an informal interview in 	<ul style="list-style-type: none"> • Commitment to furthering TACS's mission, goals, culture and values • Bachelor's degree and New York State ELL teacher certification • Oral and written proficiency in Spanish • Successful teaching experience at the elementary level (rural setting preferred)

<p>English and the student’s native language</p> <ul style="list-style-type: none"> • If the student speaks Spanish, administer the Language Assessment Battery to determine eligibility for bilingual services. • Prepare joyful and engaging Spanish lessons for children and teachers at TACS and keep a record of all Spanish lessons • Demonstrate the school’s character virtues and integrate character education into instruction • Translate all correspondence and communication to parents into Spanish for Spanish-speaking families • Keep well-organized records on all ELL students and their progress 	<ul style="list-style-type: none"> • Experience integrating digital resources into teaching & learning • Open to implementing “Conscious Discipline” skills and methods • Open to feedback with the desire to continuously improve • Actively participate in all professional development and coaching sessions • Willingness to make visits to students’ homes and regularly communicate with parents • A team player • Strong organization and communication skills • Eagerness to go above and beyond the job requirements to help children succeed • Demonstrated respect for children and their families and a passion for education • Demonstrated knowledge of all ELL laws and regulations
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Specialty Teachers: Art, Music, Physical Education

Responsibilities	Qualifications
<ul style="list-style-type: none"> • Prepare joyful, rigorous and engaging lessons for elementary-aged children for classes of up to 20 students • Prepare a positive environment for children to learn • Contribute to the professional community and “School Family” by identifying needs and developing solutions 	<ul style="list-style-type: none"> • Bachelor’s degree and teacher certification in appropriate field(s) • Successful teaching experience at the elementary level • Strong classroom management skills • Commitment to TACS’s mission, goals, culture, and values • Open to implementing PBIS and Conscious Discipline skills and methods

<ul style="list-style-type: none"> • Demonstrate the school’s character virtues and integrate character education and conscious discipline into instruction • Collaborate with other teachers to help children be successful • Assist children, as needed, during the Monthly First Friday Professional Development sessions for teachers 	<ul style="list-style-type: none"> • Open to feedback with the desire to continuously improve • A team player who can handle a fast-paced changing environment • Eagerness to go above and beyond the job requirements to help children learn and succeed and improve TACS • Demonstrated respect for children and families and a passion for education
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Educational Technology/Media Specialist

Responsibilities	Qualifications
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<ul style="list-style-type: none"> • Organize, operate, and maintain the computer lab • Organize and maintain the School’s library • Train community volunteers to assist in the School library • Track, analyze, and coordinate all student assessment data • Identify students’ gaps in academic skills • Work with teachers using technology to assist all learners • Teach computer technology to classroom groups as needed • Manage technology throughout the building – hardware, software, security, internet, data analysis, instructional technology, and trouble-shooting • Maintain the School’s website in accordance with best practice and policy • Perform periodic safety auditing of computer technology • Participate in all staff development 	<ul style="list-style-type: none"> • Bachelor’s degree and NYS certification in Instructional Technology • Excellent internet, computer and technology skills • Commitment to TACS’s mission, goals, culture, and values • Knowledge and experience with student assessment computer programs • Strong organizational, analytical, and decision-making skills • Successful experience in technology instruction with students • Ability to build rapport with elementary-age children, colleagues, and community • Articulate, confident, warm professional demeanor • Excellent judgment and discretion • Initiative, organization and follow-through • Excellent communication and interpersonal skills • A team player
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Teaching Assistant

Responsibilities

Qualifications

- Support the learning and achievement of all students, including those with disabilities, struggling students and ELL students
- Collaborate with teachers to lead small groups
- Use technology to assess and enhance individualized learning for students
- Manage class transitions and supervise lunch and recess
- Actively participate in lesson planning and all staff development activities
- Model the School’s values and support character development

- Possess or in the process of acquiring Teacher Assistant certification
- Proven record of achievement working with elementary children
- Commitment to TACS’s mission, goals, culture, and values
- Ability to accept and implement feedback
- Ability to handle intensity in a fast-paced environment and remain organized, punctual, and reliable under pressure
- A team player and coachable
- Excellent interpersonal skills in working with children, staff, parents & community
- SPED Teaching Assistant – previous successful experience working with students with special needs preferred

Teacher Aide

Responsibilities

Qualifications

- Provide assistance in the classroom and school by supervising students and providing academic support
- Supervise students during recess
- Provide assistance to teachers and staff members throughout the building
- Help students achieve and succeed with direction from teachers

- High school diploma or GED
- Experience working at the elementary school level preferred
- Commitment to TACS’s mission, goals, culture, and values
- Demonstrate flexibility
- “Hands-on” approach to assisting in the classroom and throughout school
- A team player and coachable

<ul style="list-style-type: none"> • Assure safety in the classroom and in all school settings • Engage learners and differentiate instruction • Reflect core values and school culture • Attend professional development sessions 	<ul style="list-style-type: none"> • Passion for serving all students and learning • Ability to build rapport with children, staff, families and community
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Counselor (Contracted)

Responsibilities	Qualifications
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<ul style="list-style-type: none"> • Provide individual and small group counseling, as needed • Assist students with academic, behavioral, and interpersonal success in cooperation with school leaders, teachers, and families • Provide classroom-based learning in core values, as needed 	<ul style="list-style-type: none"> • Bachelor’s degree and NYS certification in Counseling • Excellent judgment and discretion • Initiative, organization and follow-through • Excellent skills in working with elementary-aged children, teachers, and parents • A team player
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Nurse

Responsibilities	Qualifications
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<ul style="list-style-type: none"> • Diagnose and treat health problems • Teach /counsel patients about health maintenance and prevention of illness 	<ul style="list-style-type: none"> • Registered Professional Nurse in New York State or qualified under New York State law to work as a school nurse
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<ul style="list-style-type: none"> • Execute medical regimes as prescribed by licensed physicians and health providers • Vision and hearing screenings if needed • Administer medications within scope of school policy and state regulations 	<ul style="list-style-type: none"> • Commitment to TACS’s mission, goals, culture, and values • Excellent judgment and discretion • Excellent interpersonal skills in working with children, teachers, and parents • A team player
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<u>Custodian</u>	
Responsibilities	Qualifications

<ul style="list-style-type: none"> • Oversee building plant operations including: maintenance, heating and electrical systems, lawn mowing and landscaping, snow removal, and security/emergency planning • Provide daily routine cleaning, sanitizing, and upkeep of building, including compliance with all safety and materials data responsibilities • Help food service staff serve meals to students 	<ul style="list-style-type: none"> • Successful custodial experience working in an elementary school • Commitment to TACS’s mission, goals, culture, and values • Ability to operate lawn mowing and snow removal equipment • Ability to operate heating and electrical systems in school environments • Demonstrate flexibility and team player • “Hands-on” approach to assisting throughout the school • Ability to build rapport with children, staff, parents, families, and community
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<u>Food Service</u>	
Responsibilities	Qualifications

<ul style="list-style-type: none"> • Plan menus for breakfast and lunch on a monthly basis 	<ul style="list-style-type: none"> • Ability to build rapport with children, colleagues and community • Team player
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<ul style="list-style-type: none"> • Prepare food according to NYS regulations and laws • Cook and serve breakfast and lunch each school day • Maintain a neat and orderly kitchen • Prepare meals that reflect healthy eating choices for students • Education staff and students about healthy eating and healthy lifestyles 	<ul style="list-style-type: none"> • Elem. School food service experience • Commitment to TACS’s mission, goals, culture, and values • Knowledge of healthy eating and food preparation • Curiosity and desire to learn • Passion for learning and serving all students and staff • Initiative, organization, and follow-through • Open to Farm-to-School program
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R-11C – STAFF RECRUITMENT AND RETENTION

The TACS Board of Trustees will recruit and hire the best-qualified candidates to meet the School’s needs. Staff selection will be based on:

- strong academic preparation,
- professional competence,
- relevant experience and knowledge,
- an enthusiastic, positive, professional attitude, and
- ability to contribute to TACS’s mission and key design elements

All staff members will be expected to fulfill individual responsibilities as well as work together in the **School Family** to help students, families, each other and the School to achieve success.

R-11C.1. PROCESSES AND POLICIES TO RECRUIT AND HIRE TEACHERS AND OTHER STAFF

Job descriptions and hiring timelines will be posted on national and local job search websites, charter school websites, and published in regional newspapers. The hiring process for teachers will include resume analysis, phone conferences, team interviews, and lesson demonstration. To ensure high quality, all applicants will be screened, references and background information checked, and interviews held.

TACS is committed to the principles of Equal Opportunity and Affirmative Action and will not discriminate on the basis of race, color, creed, religion, national origin, sex, age, veteran’s status, sexual orientation, or disability. All school employees will be required to submit a fingerprinting clearance in conjunction with the Laws of New York 2001, Chapter 180. In accordance with Education Law 2854(3)(a-1), TACS may hire teachers who are not certified or

otherwise approved by the Commissioner of Education (not exceeding 30% of the teaching staff). All non-certified teachers will be “subject matter competent.” Applicant misinformation, falsification, or material omission may result in exclusion or termination of employment.

All job applicants must provide:

- a cover letter stating their qualifications and educational philosophy,
- a completed employment application,
- current resume,
- proof of teaching certification (licenses, degrees, certificates, etc.), and
- 3 professional references.

Step 1: The Hiring Committee will screen applicants for a potential match of expectations and culture and select qualified candidates to participate in the interview process. It will observe a demonstration of teaching skills (in person or by video), pose questions and situations to the applicant, and measure their responses.

Step 2: Final interview questions will be asked. TACS’s Code of Ethics and Employee Handbook will be given to the candidate. All credentials, education, previous employment, and references will be verified. Fingerprinting and criminal background information will be checked.

Step 3: A final decision will be made by the Hiring Committee, and a recommendation sent to the TACS Board for approval. The candidate is called to sign a contract plus acknowledgement of the Employee Handbook, including the “**at-will**” relationship, in which employment may be terminated at any time with or without cause or notice by TACS or the employee. A majority vote of TACS’s Board of Trustees is required to hire or terminate any TACS staff member.

R-11C.2. STRATEGIES FOR RETAINING HIGH QUALITY TEACHERS

The strategies for retaining high quality teachers include:

- A Positive, Professional, Collaborative Work Environment
- A High-Quality Professional Development Plan
- A Generous Compensation and Benefits Package

TACS’s goal is to establish a Positive, Professional, Collaborative Work Environment for teachers and a safe, healthy School Family culture that values and respects all individuals. The School will emphasize: teamwork, high expectations, success, and achievement for all staff, students, families, and the community. For more details, see R-09a – Culture and Discipline.

TACS’s proposed **Professional Development Plan** includes: a 3-week Summer Teacher/Staff Institute, support during the school year from the Student Achievement Coordinator plus area

colleges (SUNY Cortland, Syracuse University, SUNY College of Environmental Science and Forestry, and SUNY Morrisville) and community partnerships and volunteers. For more details, see R-08bc and R-12ab.

TACS's **Compensation and Benefits Package** includes: yearly salary increases, financial incentives for teachers with student scores in the effective and highly effective ranges, medical and dental insurance for full-time employees, short-term disability insurance, a 403b matching retirement plan (with a 4% match by the employee) with a future possibility of joining the NYS Teachers' Retirement System.

R-11D – PERSONNEL POLICIES

All policies and procedures set forth here are presented only as a matter of information. These policies and procedures may be changed or deleted and new policies or procedures may be added by the school at any time. These are not intended to constitute a contract between the organization and its employees or to change the nature of the employment relationship between the organization and its employees, which is “at will.”

Equal Opportunity Employer (EOE) & American Disability Act (ADA)

TACS’s personnel policies are intended to comply with all applicable state and federal employment laws and regulations, including EOE and ADA. We will employ the best-qualified personnel without regard to sex, gender identity, race, religion, color, creed, ancestry, national origin, citizenship, political affiliation, sexual orientation, veteran status, age, marital status, genetic characteristic or disability in all aspects of employment. TACS will not discriminate against qualified, disabled individuals solely for reasons of their disability, enabling a qualified person with a disability to perform the essential functions of a job by making necessary reasonable accommodations.

Performance Standards: All employees shall perform jobs responsibly in a professional and conscientious manner. Employees are expected to meet the following general performance standards in addition to the specific job responsibilities and qualifications outlined above. Employees are required to:

- Be punctual and follow regular work schedules consistently.
- Perform duties assigned by the Board, Head of School, and supervisor. Duties may extend beyond the instruction day and may include off-site functions, events, and activities.
- Be respectful to all students, co-workers, visitors, guests, and community members.
- Demonstrate the highest level of professionalism, moderation, and civility, serving as appropriate, positive role models for students in behavior and demeanor.
- Abide by laws, ordinances, Board policies and directives while performing duties for TACS.
- Provide students with effective, safe supervision, organization, and positive instruction.
- Respect, protect, and use care in handling and operating TACS equipment and property.
- Complete required reports and student progress data accurately and in a timely manner.

Professional Conduct

The successful operation and reputation of the Truxton Academy Charter School is built upon the principles of integrity, excellence, and ethical conduct of our employees. Staff members are role models for our students, parents, and the community. Our reputation requires careful

observance of all applicable laws and regulations as well as regard for the highest standards of conduct and personal integrity. The success of the School is dependent on our reputation. All employees have a responsibility to the School, our students, parents, community, and the public to conduct themselves in a positive, professional manner that will earn our stakeholders' trust and confidence. TACS will comply with all applicable laws and regulations and expects its Trustees, leaders, and employees to conduct business in accordance with all relevant laws and to refrain from illegal, dishonest, or unethical conduct. Compliance with this policy is the responsibility of every employee. Disregarding or failing to comply with this standard of business ethics and conduct could lead to disciplinary action, up to and including possible termination of employment. All TACS employees need to demonstrate the highest standard of ethics during the performance of their assigned duties. School employees need to ensure that any external activity does not conflict with their TACS duties or give the appearance of such conflict. Employees need to disclose any potential conflict of interest to the Head of School as soon as it becomes known to them.

Dress and Appearance Policy

Every employee contributes to Truxton Academy Charter School's image. It is important that they portray a favorable image. Employees are expected to dress professionally and appropriately for their particular assigned function.

Confidentiality Policy

School employees are required to preserve the confidentiality of any and all records containing personally identifiable information of students. Student records are confidential by virtue of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities in Education Act (IDEA), state privacy laws and other laws and regulations. School employees may not disclose personally identifiable information about school students unless they have been given clearance by the Head of School and are certain that the disclosure is permitted by law. All student records maintained in the central school office as well as in teacher's classrooms must be secured at all times. Only employees with a legitimate need for access to a student's records may access them without written parental permission. Also, school employees who have access to social security numbers of school personnel are required to preserve the confidentiality of this information and only disclose it for legitimate or necessary business purposes.

Employment Status

Employees shall receive annual letters of employment that state the terms of their employment. Employees may be hired as regular full-time employees, and as such will be eligible for all benefits provided by the school. The school may also hire part-time staff

members who are employed for less than 40 hours per work week. Part-time employees, temporary employees, and independent contractors are not eligible for benefits. TACS will verify that all of its employees are authorized for employment in the United States. Time off from work without pay for part-time employees may be granted by the Head of School.

Benefits Package

TACS reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws. Each employee will be notified of any alteration in the benefits package.

Medical and Dental Insurance

The Board will select a medical insurance plan, which may include more than one option of provider or provider networks, which the school will provide to each full-time regular employee. Employee co-payment for health care coverage will be required, and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.). Employee contributions for health care and dental coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the Head of School or his/her designee. The Board will select a dental insurance plan that the school will provide to each employee. Employee co-payment for dental coverage will be required, and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.).

Declination of Insurance 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 Head of School.

Workers Compensation Insurance

Injuries resulting from accidents that occur while performing official duties on behalf of TACS are covered by workers' compensation insurance. Any employee who suffers an injury as a result of such an accident must report the injury to his supervisor within the same day and file a report with the director or his or her designee as soon as possible. Such employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Disability Insurance

The school carries short-term disability insurance in accordance with New York State law. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities

occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms with the director or his or her designee. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Retirement

TACS will offer a 403b match plan for eligible employees. Details are available in the Employee Handbook. In the future, if need arises and upon determination by the Board of Trustees, the school may submit an application to join the NYS Teachers Retirement System, and if accepted, all teachers, substitute teachers, nurse teachers, administrators and teacher assistants shall be eligible for membership in the System. The school will assume all obligations of participating employers as determined by the System, including liabilities for employer payments and recordkeeping.

Unemployment Compensation

TACS contributes to the Unemployment Compensation plan administered by the State of New York.

Head of School's Benefits

The insurance coverage and benefits package offered to the Head of School may differ from that offered to other employees, subject to a determination by the Board of Trustees, and consistent with applicable state, federal, or other laws.

Reporting Responsibilities

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

- A child who talks about wanting to hurt or kill him or herself.
- Any injury, mark or bruise that looks concerning and for which there is no viable explanation. Only one adult should ask the child how the injury occurred – avoid excessive questioning.
- A child who complains that he/she cannot sit down because they have been spanked.
- Inappropriate sexualized behavior, either acting out or knowledge that is not age appropriate.

- A child who expresses fear or concern about going home, or about someone in his/her home or about something happening at home.

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

Workplace Policies and Procedures

The goal of TACS is to provide a safe, healthy, positive, welcoming **School Family** environment for students, teachers, parents, staff members, and the community. The following workplace policies are designed to achieve that goal.

Health & Safety

The workplace will be maintained in a safe, healthy condition, and in accordance with all applicable health and safety laws. It is essential that all employees perform their duties in a safe manner and follow all established safety rules. Employees need to discuss with the Head of School or their supervisor any hazards of their job and make sure they are familiar with any equipment they operate. TACS will conduct training as needed for employees who work with hazardous materials or equipment.

Smoking Policy

All TACS facilities and events (including field trips) will be smoke-free.

Drug/Alcohol Policy

The possession, use, distribution, sale, or manufacturing of illicit drugs and alcohol on TACS grounds or at TACS events is strictly prohibited.

Harassment/Discrimination

TACS is committed to creating and maintaining a work environment free of conduct and/or communication that is objectionable or disrespectful. TACS prohibits discrimination on the basis of gender, age, race, color, creed, ancestry, national origin, religion, marital status, sexual orientation, gender identity or expression, physical or mental disability, medical condition or any other characteristic that is protected by law.

TACS strictly prohibits harassment that is perpetrated by and against its employees and students. Conduct which creates an intimidating, hostile, or offensive work environment will not be tolerated. TACS prohibits sexual harassment, including repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendos of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive or explicit objects or pictures by another employee or parent. If an employee believes that he/she has experienced or witnessed harassment or discrimination, that employee should immediately notify the Head of School or a Trustee with whom that employee feels comfortable. All reports will be promptly investigated and kept confidential to the extent possible. A thorough investigation and appropriate action will take place.

Solicitation and Distribution

Solicitation for commercial purposes by any employee is prohibited while on working time. Employee distribution of commercial literature, including handbills, in work areas is prohibited at all times. Trespassing, soliciting or distribution of commercial literature by non-employees on TACS premises is prohibited at all times.

Workplace Anti-Violence Policy

Acts or threats of physical violence, including intimidation, bullying, harassment, and/or coercion, that involve or affect the School or that occur on school property or in the conduct of school business off of school property, will not be tolerated.

Workplace violence includes threats of any kind - threatening, physically aggressive, or violent behavior, such as intimidation, or attempts to instill fear in others; other behavior that suggests a propensity toward violence, including belligerent speech, excessive arguing or swearing, sabotage, threats of sabotage of school property; defacing school property or causing physical damage to the facilities; and bringing weapons or firearms of any kind on school premises or while conducting school business. This prohibition against threats and acts of violence applies to all persons involved in school operations. Violations of this policy, by any individual, will lead to removal from the School premises and disciplinary and/or legal action as appropriate. Employees need to notify the Head of School if they observe any of the above listed actions or

behavior, if a restraining order is in effect, or if a potentially violent non-work related situation exists that could result in violence in the workplace.

Personal Telephone Calls

Employees shall not charge personal long-distance telephone calls to the school, unless an exception is made by the Head of School. Employees are liable for the costs of any personal phone calls he/she may make which are billed to the school.

Internet Use

The Internet is a powerful communications tool and a valuable source of information. However, an employee's improper use of internet services can waste time and resources and potentially create legal liability and embarrassment for both the School and the employee. An Internet service includes, but is not limited to: e-mail, web browsing and newsgroups. Internet services are provided by TACS for School Use. Incidental use of Internet services for personal, non-work-related purposes is acceptable, provided such use: does not occur when an employee is scheduled to provide instruction or perform other duties, does not interfere with the employee's performance of job duties, and does not disrupt the educational process. The following uses of Internet service are prohibited: viewing, downloading, transmitting, or otherwise accessing or utilizing any pornographic material (including any material that is sexually explicit in language, content, or which depicts nudity or other indecent material); exposing computers and/or computer-related equipment to damage, virus, contamination, or breach; use for commercial purposes and/or for performing work on behalf of any third party during the employee's work hours; use that is otherwise inappropriate and/or prohibited or that constitutes any activity prohibited by TACS or State or Federal law; and use that interferes with the productivity of the employee or his/her co-workers. Employees are prohibited from placing passwords or other access-limiting devices or codes on any computer or computer-related equipment provided to the employee by the school, unless said password and/or code is provided first to the school. Computers, servers, and all computer-related equipment provided by the school is the property of the school, and the school reserves the right to search, review, or monitor any files, messages, or communications sent, received or stored on the TACS's computer systems without advance notice and may also limit the use of the Internet service in part or in whole. Employees cannot expect privacy regarding material or files created on or stored on TACS computers.

Emergencies

All staff members are urged to familiarize themselves with the building facilities and location of fire-fighting equipment. Red Cross training for first aid and child CPR will be given during the Summer Institute for teachers and staff. In emergency situations, staff shall use their best

judgment in following emergency procedures. If anyone needs immediate medical attention, call the main office and request whoever answers to contact 911. The Administrative Assistant will contact the nurse, Head of School and 911, if needed. If the person has stopped breathing, a trained CPR person is needed immediately. Be prepared to provide the following information: Your location and name, child/person's name and age; and the child/person's condition and what if anything happened to cause the condition. An adult needs to stay with the sick or injured person/student at all times. The Administrative Assistant will designate a staff person to wait outside the facility for the ambulance and emergency officials to arrive at the school entrance and escort them to the classroom. The Administrative Assistant will stay in the office in case the EMS needs to contact the school and make sure a copy of the Emergency Contact Form and Before Providing Care Form are given to the appropriate medical emergency staff and the attending faculty member. The Administrative Assistant will also notify the student's family as soon as possible. Their contact information can be found on the Emergency Contact Form.

Attendance and Leaves of Absence

Our employees are essential to the overall success of our school and students. Showing up for work on time is essential for employee performance. We recognize that there may be occasions when employees need to be absent or arrive late. On these occasions, employees are expected to contact the administrative assistant as soon as they know they will be absent or late or at least 2 hours before school starts so that proper coverage can be arranged. When contacting the administrative assistant, employees need to indicate: (1) If they will be late, indicate approximate arrival time, (2) If they will be absent, indicate the reason (i.e. sick, sick child, etc.) and the approximate duration of the absence. Employees need to call the school every day they are absent. If an employee fails to report for work and notify the administrative assistant for 3 consecutive work days, the School will consider the employee has voluntarily resigned, unless a reasonable excuse is offered and accepted by the Head of School. Disciplinary action up to and including termination may result for violating this policy or for excessive absenteeism and/or tardiness.

Personal Leave

All staff members must request personal leave from the Head of School, giving advance notice whenever possible. All instructional staff members need to make every reasonable attempt to use leave so that it does not disrupt classroom instructional time.

Military Leave

Members of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for military

service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).

Employee Evaluation

The Student Achievement Coordinator will visit classrooms weekly. These opportunities will be used to collect evidence related to each teacher's professional growth goals. He/she will hold monthly one-on-one meetings with teachers. Written evaluations of employees will be performed annually. The evaluation format will utilize the Danielson's Framework for Teaching Evaluation Instrument with input from teachers and staff. Evidence for each employee's evaluation may take the form of survey results, work products, student assessment, and other data. The employee will be notified of any changes in salary, whether up or down, that are warranted based on evaluation. Bonuses will be given to teachers receiving student growth scores in the effective and highly effective range.

Problem-Solving Procedures

Any employee wishing to formally complain about a procedure or action of another employee needs to notify the Head of School as soon as possible after the occurrence, but not later than 2 weeks. Failure to formally complain within 2 weeks will be deemed a waiver of the complaint. The Head of School shall be the investigator and arbiter of all such grievances. If the employee believes that the matter is not satisfactorily resolved, the grievance may be appealed to the Board of Trustees in writing within 10 working days from the date you receive the notice of the Head of School's decision. A committee consisting of the Board Chairperson, the teacher representative on the Board, and a third Trustee jointly selected by the other two committee members shall be the final arbiter of such grievances. In the event that the complaint involves a procedure, action, or directive of the Head of School, an employee may file a complaint with the Board. In such instances, the Board will be the investigator and final arbiter of the complaint. All employees are encouraged to discuss problems or complaints with the Head of School. TACS will make a good faith effort to achieve a satisfactory resolution of the problem at the earliest time possible.

Discipline Policy

If an aspect of an employee's behavior or performance has become unacceptable or unsatisfactory, the Head of School may in appropriate circumstances and at the School's discretion, utilize the following process to resolve the problem. As a function of the incident involved, one or more of the following steps may be used as corrective discipline.

Step 1 - The Head of School will conduct an informal counseling session with the employee and identify the area(s) of concern/unacceptable behavior. The Head of School will seek employee input relative to the issue, record notes from the meeting and retain a copy. A time frame will be established within which the performance is expected to improve.

Step 2 - If unacceptable performance/behavior continues, the Head of School will meet with the employee to issue a written warning, identifying the unacceptable behavior and reference the meeting conducted at Step 1. The Head of School will solicit employee input relative to the unsatisfactory behavior and will instruct in the written warning that further discipline up to and including termination may follow unless the employee's performance improves. A copy of this warning will be placed in the employee's personnel file. The employee will be asked to sign the warning and will be given a copy. The employee may note his/her response to the warning.

Step 3 - If the employee's behavior/performance remains at an unacceptable level, the Head of School may either suspend the employee without pay, or implement further discipline, including termination. A notice that sets forth the disciplinary action shall be issued to the employee. The employee will be asked to sign a copy of the notice and may note his/her response in writing. A copy of the notice will be placed in the employee's personnel file.

Termination

Each employee will be employed on an "at will" basis. TACS has the authority to terminate an employee with or without cause, unless such termination would violate applicable law. Offenses which can result in immediate dismissal include, but are not limited to: abusive action to a child or TACS employee, or any other person on TACS premises; physical or verbal abuse of a student; insubordination or disobedience of an order relating to the safety of children; failure to perform professional duties; possession of, sale, use, or being under the influence of drugs or alcohol on school premises or during school functions; falsification of documents or records or falsification of benefit claims; theft, attempted theft, or misappropriation of TACS property or funds; failure to maintain confidentiality; fighting or provoking a fight on school premises; leaving work without supervisory approval and absence for 3 days without notice; possession of a weapon on school property or during any school-sponsored event; gambling on TACS property; destruction of TACS property, materials, or equipment; and undermining TACS's values or Code of Ethics.

Severance Pay & Exit Interview

Employees shall not be entitled to severance pay. All departing employees are strongly encouraged to participate in an exit interview.

Employee Handbook

Following Application approval, the TACS Board will print the Employee Handbook for all employees. It will cover additional personnel policy details. Employees will be expected to read the Employee Handbook, sign the Employee Acknowledgement & Signature Form, and return it to the school office before school starts.

RESPONSE 12A - PARTNER INFORMATION

R-12A.1. PROCESS USED TO SELECT PARTNERS AND ROLE IN THE DEVELOPMENT OF THIS PROPOSAL

Throughout the past 3 years, TACS's academic and community partner organizations have volunteered their time, expertise, and financial resources to assist TACS's Applicant Group in the development of this proposal. The rationale for these partnership affiliations is their expertise in TACS's Key Design Elements (Project-Based Learning and STEM with an Agricultural & Environmental Focus) as well as their close proximity to TACS.

The following benefits are expected for these affiliations:

- Project-Based Learning + STEM projects and field trips (e.g. SUNY ESF's Heiberg Forest) correlated with NYS Content Standards and Curriculum
- Customized Professional Development (e.g. SUNY Cortland – PBL, Syracuse U. - STEM)
- Exposing TACS students to colleges and role models for future career opportunities

All of these partner organizations have offered to assist TACS *pro bono*, without any fees assessed to TACS. No contracts or monetary arrangements have been drawn up.

During the Summer Teacher/Staff Institute, teachers will meet with partner organizations and discuss program possibilities as they relate to the curriculum and content standards at specific grade levels. As teachers plan the curriculum, they will correlate the partner organization's expertise with the content standards and choose the partner organization that fits best with each grade level and classroom. Individual teachers will work directly with the appropriate partner organization and TACS's Student Achievement/Special Education Coordinator to coordinate, schedule and implement programs that help develop students' academic skills and meet high academic standards. These partnerships will be monitored and evaluated by the teaching staff with written surveys and oral input from students, parents, school staff, partner organization members, and TACS Board members to ensure that high academic standards are maintained and TACS's students are deriving value.

Our partner organizations will facilitate educational sessions for students in school classrooms as well as during field trips. TACS's budget includes a leased bus to transport students and teachers to and from field trip sites.

The Truxton Academy Charter School Applicant Group formed an Academic Advisory Panel in 2016 with local colleges whose faculty members have offered pro bono assistance and support to our staff and students as they learn and implement our Key Design Elements. TACS's

Academic Advisory Panel will meet quarterly at SUNY ESF. A tour and brief discussion meeting will take place semi-annually to yearly at the TACS building and grounds.

R-12A.2. DESCRIPTION OF PARTNER ORGANIZATIONS - NAME, CONTACTS, PURPOSE, MONETARY ARRANGEMENTS, PROPOSED BOARD MEMBERS AFFILIATED WITH THE ORGANIZATIONS

Colleges and Academic Organizations:

1) Cornell University College of Agriculture and Life Sciences

New York Agriculture in the Classroom Program

Contact: Katie Carpenter, [REDACTED]
[REDACTED]

Purpose: Professional development, Project-Based Learning, Grants and scholarships

2) State University of New York at Cortland (SUNY Cortland)

Contact: Dr. Beth Klein, Professor of Science Education & Campus Sustainability Coordinator,
[REDACTED]

Purpose: Project-Based Learning, Professional Development, Pro-bono

Dr. Beth Klein is a proposed TACS Board Member.

3) State University of New York College of Environmental Science & Forestry (SUNY-ESF),

Contact: Dr. Charles M. Spuches, Assistant to the President for Outreach,
[REDACTED]

Purpose: Environmental Science Curriculum, Pro-bono

4) Syracuse University (SU)

Contact: Dr. John W. Tillotson, Associate Professor of Science Education, Department of
Science Teaching [REDACTED]
[REDACTED]

Purpose: STEM Curriculum Development and Teacher Support, Professional Development, Research and Evaluation, Pro-bono, Dr. John Tillotson is a proposed TACS Board Member.

5) The Research, Evaluation, and Development (R/E/D) Group

Contact: Dr. Scott Shablak, Founding Member, 307 Huntington Hall, Syracuse University, [REDACTED] and Dr. Laura Payne-Bourcy, PO [REDACTED]

Purpose: Advisor for Evaluation and Grant Writing, Pro-bono.

6) State University of New York at Morrisville (SUNY Morrisville)

Contact: Dean Christopher Nyberg, School of Agriculture and Natural Resources, [REDACTED]

Purpose: Agricultural and Environmental Education – Trout in the Classroom program and Educational Tours of SUNY Morrisville’s agricultural facilities. Pro-bono

After TACS is established, Cornell Cooperative Extension of Cortland County has agreed to assist students and teachers with gardening on school grounds and 4-H programs.

Local Community Business Partnerships

1) Connecting With Nature

Contact: Elaine Sturges, M.S. in Envir. Interp., PW Facilitator, Former Elementary Teacher [REDACTED]

Primary Purpose: Nature Programs for Elementary Students and Teachers

TACS Partnership: PBL – Environmental Focus, Professional Development, Pro-bono

Elaine Sturges is a proposed TACS Board Member.

2) East River Dairy

Contact: Stuart Young, Manager and CEO



Primary Purpose: Dairy Farm; TACS Partnership: PBL & STEM- Ag Focus, cattle/crops, Pro-bono
Stuart Young is a proposed TACS Board Member.

3) Levi Sutton, PE, PLLC

Contact: Levi Sutton, Engineer



Primary Purpose: Engineering, TACS Partnership: STEM - Engineering and Technology, Pro-bono

4) New Penn Farm

Contact: Carl Hinkle, Owner



Primary Purpose: Beef Farm

TACS Partnership: PBL & STEM - Agricultural Focus – beef cattle and crops, Pro-bono

Kimberly Jeanetta Laudermilk, Manager is a proposed TACS Board Member

5) Reakes Country Goods

Contact: Darrel and Kay Reakes, Owners



Primary Purpose: Fresh Produce Farm/Market, TACS Partnership: plants +marketing, Pro-bono

6) Southern Hills Veterinary Hospital

Contact: Lydia Aris, VMD and Owner



Primary Purpose: Vet Clinic, TACS Partnership: PBL – animal care, Rural Life Lab, Pro-bono

7) Trinity Valley Dairy & Bakery

Contact: Branden and Rebekah Brown, Owners



Primary Purpose: Dairy farm + market, TACS Partnership: STEM – Ag Focus, Pro-bono

8) Twin Oaks Dairy

Contact: Kathie Arnold, Owner



Primary Purpose: Dairy Farm; TACS Partnership: STEM – Ag focus, cattle/crops, Pro-bono

These community business owners have been supportive of the establishment of TACS for the past 3 years and welcome the opportunity to continue to help TACS achieve its Mission, Objectives, and Key Design Elements. They will provide students with engaging learning opportunities and community members with first-hand observations of the depth and rigor of our academic goals. Teachers and staff will carefully coordinate, evaluate, and integrate these real-world lessons to ensure relevance, respect, and appreciation for these activities that reinforce the need for STEM in future occupations.

Supportive Charter School Model and Research for Community Partnerships

TACS's Key Design Elements necessitate extensive community and parent involvement to achieve the School's vision and Key Design Elements.

The Walton Rural Life Center, a successful elementary charter school located in Walton, Kansas, is our model for community partnerships. It is a K-4 school with 10 years of experience with a similar academic program to TACS's proposed program. The Walton School partners with a wide variety of community agri-businesses to form a model that supports their mission and high student academic achievement. Each classroom is partnered with a community agri-business for a school year. Walton students take monthly visits to their partner's agri-business and develop skills in science, technology, engineering and math with real hands-on projects.

Our resource for designing family and community involvement is *School, Family, and Community Partnerships*. This article shares the most recent research concerning the topic of parent and community involvement. Successful school policies are clearly described and supported by existing examples. These sources will guide the development of a mutually beneficial, locally appropriate model for successful implementation at TACS.

The evidence that these anticipated partnerships are realistic, achievable, and capable of maintaining high academic standards and long-term feasibility includes the following:

- commitment letters from the local colleges and businesses in **R-12b Partner Commitment**;
- the inclusion of a leased bus in **R-21e Budget Template** for transportation to and from partner sites
- the planning, coordinating, monitoring and evaluating for high academic standards by TACS's staff and Board members; and
- the Walton Rural Life Center, a successful 10-year rural elementary charter school model that has high student academic achievement, similar Key Design Elements, and agri-business partnerships as seen in the 7-minute U. S. Department of Education online video, "**Using Agriculture to Spur Achievement.**"

¹ U.S. Dept. of Ed., *Using Agriculture to Spur Achievement, The Walton 21st Century Rural Life Center* (video), 2011.

² The Education Alliance, Excerpts from the Knowledge Loom: Educators Sharing & Learning Together, 2008, <http://knowledgeloom.org>



Dear Local Business Owner,

The Truxton Academy Charter School Applicant Group is excited to create a new educational experience for elementary students in the area. This experience is cultivated through hands-on and Project-Based Learning methods involving agricultural and environmental learning resources.

We know that elementary student's minds are captivated in learning about the real world around them. Because of this, we encourage the partnership of local businesses, including technology-enhancing and STEM (Science, Technology, Engineering, and Math) learning resources for the students. A student who is told the size of an acre of land will help them pass a test. Visiting a field, seeing the size, and measuring it as a team collaboration effort will help that student live the learning experience and remember it for a lifetime.

Creating mutually beneficial and long-term partnerships with local businesses is an integral part of our effort. Our goal is to assist business partnerships in helping TACS students achieve and succeed in maintaining high academic standards. We are looking forward to working with our partners, knowing that our community is full of supportive business owners.

Partnerships with classes at TACS can range from dedicating 2 - 6 hours per month. Partner assistance can range from: a field trip destination with on-site projects, a resource for teachers, questions and assistance with class projects, or a guest speaker for in-school projects. Details will be worked out between community partners and teachers during the Summer Teacher Institute, August 5-23, 2019.

Thank you from the Truxton Academy Charter School Team

R-12B PARTNER COMMITMENT

Letters of Commitment from the following partner organizations are attached:

- **Colleges and Academic Organizations:**
 - Cornell University – Agriculture in the Classroom
 - SUNY Cortland - Childhood/Early Childhood Education Department
 - SUNY College of Environmental Science and Forestry
 - Syracuse University - Department of Science Teaching
 - The Research, Evaluation, & Development Group at Syracuse University
 - SUNY Morrisville – School of Agriculture and Natural Resources

- **Community Business Partners;**
 - Connecting with Nature
 - East River Dairy
 - Levi Sutton PE, PLLC (Engineering)
 - New Penn Farm
 - Reakes Country Goods
 - Southern Hills Veterinary Hospital
 - Trinity Valley Dairy
 - Twin Oaks Dairy, LLC

These academic and community partner organizations have supported the establishment of the proposed Truxton Academy Charter School throughout the past 3 years. They have volunteered their time, expertise, and financial resources to assist TACS's Applicant Group in the development of this proposal. All of these partners are committed to TACS and welcome the opportunity to continue their support of TACS with pro bono partnerships.



March 4, 2018

Dear Truxton Academy Charter School and SUNY Charter School Institute,

New York Agriculture in the Classroom is an organization which supports teachers and schools in their efforts to integrate agriculture as a context for learning. Our programs, grants, and curriculum are available at no cost. Please see the below list of programs that would be available to the Truxton Academy Charter School per their approved charter.

- Educator Trainings – Teachers would be exposed and trained in books, tools, and curriculum designed to use agriculture as a lens for education. More specifically, they would be exposed to the National Agriculture in the Classroom Curriculum Matrix which is an online, searchable database of the best lessons from across the country. All lessons are aligned to the Common Core Learning Standards.
- Grow with Us Grant – Opportunity to earn an indoor grow system to help extend the school gardening season throughout the entire schoolyear, even in the depths of winter.
- Agricultural Literacy Week – Classrooms can invite a guest farmer to read a selected agriculturally accurate book and lead a hands-on activity related to the book. The book is then donated to the classroom library.
- Schoolyard Sugaring Maple Contest – Registered classrooms are paired with a local maple producer. The students are actively engaged in each step of the maple production process, and produce one pint of syrup to submit for judging. All classrooms receive grade-level appropriate books and lessons.
- Top Cut Beef Contest – Classrooms develop a marketing plan, cost analysis, conduct market research, and understand the nutritional components of beef all surrounding a creative beef product imagined by the students.
- Grants and Scholarships – Throughout the year, additional grants and scholarship opportunities are available.

Please do not hesitate to reach out if you have additional questions about the program and grant opportunities offered through New York Agriculture in the Classroom.

Sincerely,

Katie Carpenter
Director, New York Agriculture in the Classroom



[REDACTED]
Ithaca, NY 14853

[REDACTED]
agclassroom.org/ny

Diversity and inclusion are a part of Cornell University's heritage. We are a recognized employer and educator valuing AA/EEO, Protected Veterans and Individuals with Disabilities.



April 15, 2018

Dear Ms. Denkenberger,

I am pleased to write this letter of support for the Truxton Academy Charter School (TACS) proposal. At SUNY Cortland, I wear a number of "hats", and as such have noted how potential partnerships with TACS could be mutually beneficial in each of these areas.

As the Project-Based Learning (PBL) co-coordinator through the Center for Innovation in Education at SUNY Cortland, I am working with a team to create a PBL certificate or micro-credential for our teacher candidates. This credential will include time in classrooms where our students will need to work with teachers implementing PBL. I look forward to the great opportunities for our students to see and participate in school-wide PBL at the elementary level. This credential could also be tailored to meet the needs of newly hired teachers working at TACS.

As a faculty member preparing childhood and early childhood education teachers in science and environmental education, part of my course curriculum includes preparing students to teach in outdoor settings, to incorporate school gardens, and apply other place-based education concepts. Having a local school providing clear examples of how to incorporate these into the school curriculum would serve as a model and strengthen the application of these concepts for my preservice teachers as they go on to work in schools throughout New York State and beyond.

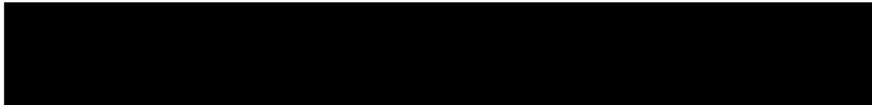
In addition, as the Campus Sustainability Coordinator and the Faculty Coordinator for the William H. Parks Family Center for Environmental and Outdoor Education (CEOE), I am encouraged to see a focus on sustainability education and outdoor education at TACS. I would be happy to host tours for TACS students and staff of our sustainability aspects at the college and our outdoor properties and to facilitate partnerships with our sustainability and outdoor related programs.

In summary, I would like to say I am excited for the potential for both TACS and the various components of SUNY Cortland that I outlined above.

Sincerely,

A handwritten signature in cursive script that reads "Beth Shiner Klein".

Beth Shiner Klein, Ed.D.
Professor of Science Education
Campus Sustainability Coordinator
Faculty Coordinator, William H. Parks Family Center for Environmental and Outdoor Education
Co-Director, Teacher Professional Development Network of Central NY





State University of New York
College of Environmental Science and Forestry
The Office of Experiential Learning & Outreach

May 8, 2018

Dr. Lydia Aris, VMD and
Truxton Academy Charter School Board of Trustees
Southern Hills Veterinary Hospital
PO Box 700
Tully, NY 13159

Dear Dr. Aris:

On behalf of the SUNY College of Environmental Science and Forestry (ESF), I want to express enthusiastic support for the proposed Truxton Academy Charter School (TACS). Based upon my review of your proposal and mission statement, along with conversations with you and your colleagues, I wholeheartedly endorse your intent to provide Truxton students with a project-based learning program focused on environmental and agricultural studies. I believe that your proposed charter school will create enhanced opportunities and support for students that will facilitate their success in school, in their post-secondary pursuits, and throughout their careers.

As you know well, ESF is one of only nine doctoral-granting institutions in the sixty-four campus State University of New York (SUNY) system. Located in Syracuse, New York, ESF is an urban campus with eight additional regional campuses and field stations distributed across more than 25,000 acres in Central and Northern New York, ranging from the Appalachian highlands and Green Lakes basin to the St. Lawrence River and the Adirondack Mountains (and including Heiberg Forest Field Station in Tully, New York, less than 10 miles from TACS). As a result, ESF is one of the largest campuses in the U.S. dedicated to education, research, outreach and demonstration in environmental science, engineering, policy, design and planning.

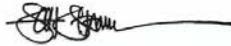
We believe ESF's mission and experience with educational outreach in elementary and secondary schools complements your expressed intent to provide an alternative model of elementary education that engages students in hands-on experiential learning opportunities focused on environmental problem solving. We applaud and encourage you in your commitment to establish the TACS.

In addition to ongoing consultation and guidance, ESF pledges to:

- Work with TACS leadership to create an academic advisory board;
- Provide meeting space at the College, or at our Heiberg Forest Field Station for selected academic advisory board and other leadership meetings;
- Facilitate the development of a tutoring program for TACS students based on appropriate ESF Science corps models; and
- Consult on the development of Environmental projects, mini-camps, and day camps for TACS students both during the school year and summer vacation (see attached model program for a summer day-camp similar to programs we run with other schools, and easily customized to take advantage of the unique location of TACS).

We look forward to working with you and your colleagues and wish you success in this process.

Sincerely,

A handwritten signature in black ink, appearing to read "S. Scott Shannon", followed by a horizontal line extending to the right.

S. Scott Shannon, Associate Provost for Instruction and
Dean of the Graduate School

SUNY-ESF SCIENCE CORPS SUMMER

SAMPLE SCHEDULE:

DISCOVERY CAMP - MONDAY VISIT

**Heiberg Forest Field Station,
Tully NY**

10:00—10:15 Arrival at Heiberg Forest & Introductions
Heiberg Forest Field Station
Truxton Road
Tully, NY 13159

10:15—12:00 Stream Sampling

- Macroinvertebrate Sample
- Physical Stream Properties
- Stream Chemistry

12:00—12:40 Lunch

12:40—1:40 Macroinvertebrate Mayhem & Debrief

Additional Educational Units/Sites:

Labrador Hollow Unique Area – Nutrient-Rich Fen Ecology

Tinker Falls – Devonian Fossil Hunt

Highland Forest County Park – Terrestrial Amphibians

Morgan Hill State Forest – Native Wildflowers

TACS – The Edible Landscape – Foraging in local fields and forests



April 18, 2018

Cindy Denkenberger, President
Truxton Academy Charter School
PO Box 102
Truxton, NY 13158

Dear Ms. Denkenberger:

I am very pleased to offer my enthusiastic endorsement of the proposed Truxton Academy Charter School (TACS). The school's mission to promote active, experiential learning for elementary-age students in the greater Truxton community through a project-based curriculum that links STEM education, environmental stewardship, and local connections to agriculture and rural life is highly commendable. Education research has repeatedly shown the significant learning gains associated with robust, student-centered classrooms that engage children in problem-solving, group collaboration, and interdisciplinary projects that foster connections between key concepts and their real-world applications. The proposed charter school will afford K-4 students, and their parents, a rich opportunity to participate in a school-community partnership that promotes innovation in teaching and learning while honoring the heritage associated with rural life.

The Department of Science Teaching at Syracuse University is eager to play a prominent role as a collaborator in the TACS effort. Our department is responsible for teaching a wide variety of science content and pedagogy courses that prepare STEM educators to be leaders and innovators in diverse classrooms. Our faculty members have expertise in teacher professional development, curriculum development, and assessment in both rural and urban school contexts. In addition, our program supports a number of doctoral students with significant K-12 teaching experience who assist program faculty with ongoing teaching, research, and professional development efforts who will be actively involved in our TACS collaborations. As a collaborator with TACS, Syracuse University's Department of Science Teaching pledges to provide the following types of support:

- Ongoing consultation with the TACS Board of Directors to provide technical assistance related to STEM curriculum development and teacher support;
- Targeted academic year and summer professional development workshops for TACS K-4 teachers promoting research-based, three-dimensional STEM teaching and learning strategies designed to achieve the objectives identified in the *Next Generation Science Standards*; and
- Technical assistance with grant writing to support further TACS program development, as well as research and evaluation activities associated with measuring school performance outcomes.

We welcome this opportunity to establish a strong partnership with TACS to advance your important mission.

Sincerely,

John W. Tillotson, Ph.D., Chair

The College of Arts and Sciences
Science Teaching



April 12, 2018

Cindy Denkenberger, President
Truxton Academy Charter School
PO Box 102
Truxton, NY 13158

Dear Ms. Denkenberger,

On behalf of The R/E/D Group, LLC (Research/Evaluation/Development) we are pleased to support the proposed Truxton Academy Charter School initiative. Your vision to create a comprehensive educational experience that integrates STEM and environmental education with project based learning and strong community connections resonates well with our experience in rural settings and the needs of students in those settings. For the past several years The R/E/D Group has provided developmental (planning, grant writing) and evaluation services to a broad range of rural schools throughout the North Country of the State as well as Central New York and the Southern Tier. The services have ranged from advisory and consultative to more intensive assessment and evaluation studies. In addition to the services provide directly to clientele, we also are strongly affiliated with the Office of Professional Research and Development at Syracuse University. This affiliation allows us to greatly increase our capacity through access to the many resources of a private research university.

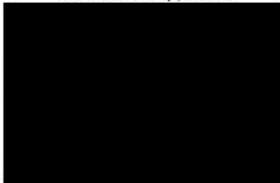
We would be happy to offer our organization to serve as member - formal or ad hoc - of the Academy's Academic Advisory Council. We believe as such we can offer access to the best in research and professional literature related to models of practice in professional development, STEM programming, project and inquiry based learning, and environmental education. In addition, we can provide you access to what we have learned over the years from research and our own studies as to some of the most promising approaches to school-community collaborations. If appropriate, the R/E/D Group, LLC is also prepared to serve in an evaluator capacity for you and the Academy Board.

We look forward to hearing from you and from moving forward in a potential role in your Academy's birth and growth.

Sincerely,

Laura Bourcy, PhD
Scott L Shablak, PhD
Founding Members, The R/E/D Group, LLC

The RED Group, LLC.





PROVOST'S OFFICE
PHONE: (315) 684-6054
FAX: (315) 684-6109

June 8, 2018

Dr. Lydia Aris
Southern Hills Veterinary Hospital
P.O. Box 700
Tully, NY 13159

Re: Truxton Academy Charter School

Dear Dr. Aris,

SUNY Morrisville is pleased to offer this letter of support for the Truxton Academy Charter School. We look forward to working with you on Trout in the Classroom and in hosting a couple educational tours of our agricultural facilities per year for your students.

We are excited about your agricultural-focused charter school and look forward to partnering on these opportunities.

Sincerely,

A handwritten signature in black ink, appearing to read 'Barry L. Spriggs', is written over the typed name.

Barry L. Spriggs, Ph.D.
Provost

BLS/dlo

cc: Dean Christopher Nyberg, School of Agriculture and Natural Resources

Connecting With Nature



April 15, 2018

SUNY Charter School Institute
SUNY Plaza, 353 Broadway
Albany, NY 12246

Dear SUNY Charter School Office Staff,

It is my pleasure to confirm Connecting With Nature's support and commitment to the children and teachers of the Truxton Academy Charter School. As a nature educator and volunteer Project WILD facilitator for 30 years, I welcome the opportunity to facilitate Project WILD Workshops for teachers, pro bono, at TACS's Summer Teacher/Staff Institute.

I also look forward to partnering, pro bono, with a class of children and assisting them as they study natural science topics at school as well as on field trips. The Truxton Academy Charter School facility is close to some beautiful natural areas for field trips. Two of these sites are: Labrador Hollow Unique Area, managed by the New York State Department of Environmental Conservation, and Heiberg Memorial Forest, owned and managed by the State University of New York College of Environmental Science and Forestry.

Throughout my career, I have collected numerous natural science books for elementary-age children and constructed several hands-on learning materials. I am happy to share these materials and resources with the children and teachers at the Truxton Academy Charter School.

Sincerely,

A handwritten signature in cursive script that reads "Elaine L. Sturges".

Elaine L. Sturges, Naturalist
Connecting With Nature

East River Dairy, LLC

April 2018

SUNY Charter School Institute
SUNY Plaza, 353 Broadway
Albany, NY 12246

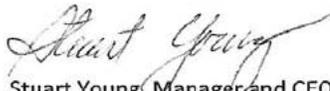
Dear Charter School Office Staff,

I am writing to confirm East River Dairy's support and commitment to the Truxton Academy Charter School. This community-based elementary school will focus on agriculture and the hands-on learning needed to maintain our farmland and rural lifestyle. When children have the opportunity to acquire skills in a project-based school, they develop self-confidence, purpose, and a passion for learning.

East River Dairy is a modern commercial dairy farm. We have 1250 milking dairy cows, 1100 replacement heifers and farm about 3400 acres of corn, hay crops and pastures. We have employed a number of new technologies to enhance the productivity and efficiency of the operation.

The Truxton Academy Charter School is a plus for our family and community. It will also encourage other families and employees with young children to live and work in this area. Our farm welcomes the opportunity to partner with a class of children at the Truxton Academy Charter School for field trips and hands-on projects.

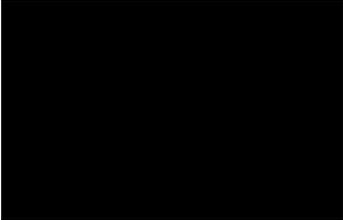
Sincerely,



Stuart Young, Manager and CEO
East River Dairy

April 15, 2018

Levi Sutton PE, PLLC



SUNY Charter School Institute
SUNY Plaza, 353 Broadway
Albany, NY 12246

Dear SUNY Charter School Institute Staff,

It is my pleasure to write to you and affirm Levi Sutton PE, PLLC's commitment to the Truxton Academy Charter School (TACS). As a business dedicated to complete engineering design including creation of prototypes, fabrication and testing of mechanical designs I am eager to lend assistance by providing examples of real-world problems and possibly engage students to use technology to solve these problems.

Cortland County is a wonderful place to live and raise a family. There are several terrific schools in the area including Homer Central, of which TACS will be a part of. I believe TACS will be an asset to Homer and the surrounding area. I expect it will also draw students from the other districts including many families who currently home-school or send their students to private school. I applaud the enthusiasm and drive of those who are working to establish a local charter school and am excited for its bright future.

I look forward to partnering with TACS to educate another generation of students who like me wish to live and work in this area. Please feel free to reach out to me if you have any question or if I may be of further assistance.

Sincerely,

A handwritten signature in cursive script that reads "Levi Sutton".

Levi Sutton, PE
Owner, Levi Sutton PE, PLLC



Carl Hinkle, Owner



Truxton Academy Charter School



April 15, 2018

Dear Proposed Truxton Academy Charter School,

At New Penn Farm we are proud to offer a vast partnership opportunity. We are excited to bring this unique educational opportunity to the youth of this area and would like to help anywhere we can. Education is the most valuable gift we can give to our youth.

We are excited to offer an abundance of educational opportunities that we can partner with Truxton Academy Charter School to bring to the students. At the farm we have a heated classroom area where students can utilize as an off-site rural life lab. Our Angus seedstock farm is an operation where children can follow the life and management of cattle from conception, raising a calf, yearling maintenance, back through the cycle to conception with the next generation. We are excited to be a substantial partner with the Charter School to foster student learning and engagement.

The prospects available are too numerous to list. The property is a vast 500 acres split between hardwood forested land and farmland including pastures and crop land. Included in the forested areas are maple sugaring trails and a sugar shack for boiling the sap and producing maple syrup. Many ponds stocked with fish, natural streams, and areas overflowing with hiking trails. From tree identification, water conservation, wildlife identification, animal nutrition, gardening, soil diversity, the list goes on. Opportunities for student instruction utilizing this area and other local areas like this are a treasure trove of education opportunities.

Sincerely,

Carl Hinkle Owner

Reakes Country Goods



April 2018

SUNY Charter School Institute
SUNY Plaza, 353 Broadway
Albany, NY 12246

To Whom It May Concern,

We are writing on behalf of the Truxton Academy Charter School. Our family-operated farm market of four generations salutes the efforts being made to create a new educational environment in our community. This proposed school could rejuvenate the appeal of the rural lifestyle needed to maintain our local farmland and environment. Supporting small, rural education systems in their own element such as this seems like a productive way to develop agricultural and environmental awareness. We appreciate New York State's support of agritourism and marketing campaigns to "Buy Local & Eat Fresh." However, if active educational facilities are not available to young families maintaining the rural settings, our agricultural lifestyle will be jeopardy of disintegrating.

Reakes Country Goods welcomes the opportunity to partner with a Truxton Academy Charter School class. We can assist the children with hands-on, Project-Based Learning activities and help them develop purpose, self-confidence, and a passion for learning. We need our future generations to be well-educated, motivated, and equipped to build sustainable communities while sharing historic values.

We request your support in helping our community utilize our resources in the development of the Truxton Academy Charter School.

Sincerely,

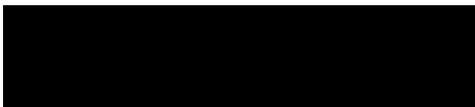
A handwritten signature in cursive script that reads "Darrel & Kay Reakes".

Darrel & Kay Reakes



April 15, 2018

Southern Hills Veterinary Hospital



Truxton Academy Charter School

Academy Street

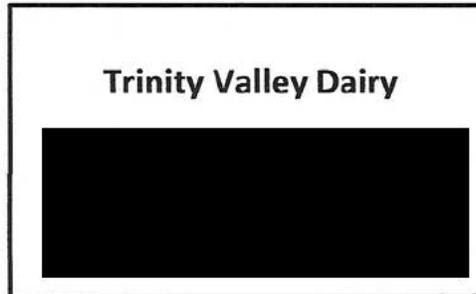
Truxton, NY 13158

Greetings,

This letter is to show my full support as owner of Southern Hills Veterinary Hospital for TACS in Truxton, NY. I believe that this area would greatly benefit from another public education option for our younger school age population. I also recognize that to make this school successful, local businesses and community members must be an integral part. As a veterinarian and local business owner I look forward to providing various animal related instruction, whether at the school or providing hands on experience at my veterinary hospital. A small school that uses project based and agricultural based learning will be a great addition to Truxton and surrounding areas.

Kind Regards,

Lydia Aris VMD



April 15, 2018

SUNY Charter School Institute
SUNY Plaza, 353 Broadway
Albany, NY 12246

Dear Charter School Office Staff,

I am writing to confirm Trinity Valley Dairy's support and commitment to the Truxton Academy Charter School. This community-based elementary school will focus on agriculture and the hands-on learning needed to maintain our farmland and rural lifestyle. When children have the opportunity to acquire skills in a project-based school, they develop self-confidence, purpose, and a passion for learning.

The Truxton Academy Charter School is a plus for our family and community. It will encourage other families and employees with young children to live and work in this area. Our farm, dairy and bakery welcomes the opportunity to partner with a class of children at the Truxton Academy Charter School for field trips and hands-on projects.

Sincerely,

A handwritten signature in cursive script that reads "Branden Brown".

Branden Brown
Trinity Valley Dairy & Bakery

Twin Oaks Dairy LLC



SUNY Charter School Institute
SUNY Plaza, 353 Broadway
Albany, NY 12246

Dear Charter School Office Staff,

I am writing to vocalize my support for an elementary age charter school in Truxton, NY. Since the Homer Central School District made the decision to close the elementary school here in Truxton, the circumstances are in place for the start of a charter school to continue the long tradition of a community based elementary school and to provide a creative, dynamic, project-based learning environment that will meet the needs of our community's young children.

Having an elementary school in the Town is a plus for our business in order to help encourage high quality employees with young children to work for us. I also want the option available for grandchildren to come. Our farm would welcome being a partner with a Truxton Academy Charter School class for field trips and hands-on projects.

Sincerely,



Kathie Arnold
Twin Oaks Dairy LLC Member

REQUEST 13AC - GOVERNANCE

R-13(A) EDUCATION BOARD ROLES AND RESPONSIBILITIES

The Truxton Academy Charter School Board of Trustees began as a group of individuals with a vision for a public Charter School to be established in Truxton, NY. Those most committed and involved with this project joined together to create a formal organization for developing and fulfilling the criteria expected by NYSED and SUNY Charter School Institute. The initial four members carefully looked in the surrounding area for sympathetic citizens with business and educational knowledge. They searched not only for citizens who share their vision, but who also would be willing to devote time and effort to accomplishing this complicated goal.

As the group has come together over the past two years, sharing ideas, resources and time, a strong, united Board of Trustees has evolved with a more defined vision, purpose and understanding of the responsibility demanded for the insured, future success of the Truxton Academy Charter School. At this time, nine individuals sit on the TACS Board of Trustees. At the onset, careful minutes recorded all stages of our growth and direction regarding the creation of an entirely new elementary school.

The Board of Trustees is recognized as the final authority for policies and operational decisions related to the functioning of TACS. It also may delegate authority to officers and employees of the school corporation in accordance with provisions of the charter. The Truxton Academy Charter School Board of Trustees will not manage the school but will ensure accountability to the mission and values as described in this proposal as well as academic and fiscal viability.

The roles and responsibilities of the proposed corporation Board of Trustees as described in Education Law & 2853 (1) (f) and our By-Laws include:

The selection of a School Leader

- o The Board, on completion of the charter application, has the authority to advertise, interview and fill the Head of School position, recognizing the need for thoughtful, careful consideration of applicants as to credentials and knowledge of teaching philosophies that will be implemented at the charter school.
- o This consideration must include investigating the applicant's ability to implement a new school program and to support the agricultural and environmental experiences and curriculum of the school.

- o The successful applicant must also value and encourage a collaborative environment, not only with the teachers, but also with the entire support staff, parents and other stakeholders.
- o A Search Committee will be created by the Board consisting of both Trustees and Founding Team members to access BOCES search resources as well as Education Departments of universities and SUNY colleges. They will also advertise in education publications and online job search websites.
- o The Search Committee will be responsible for reviewing resumes and scoring candidates on achievement results, school operations experience, charter school start-up experience, familiarity with public collaboration, level of teaching experience, and understanding of the mission of TACS.
- o The Board will conduct initial interviews with candidates recommended by the Search Committee to be finalists in the process. After all finalists have been interviewed, the Board will weigh the candidates, keeping in mind all criteria and either offer the position to a successful candidate or vote to continue the search process. The Board will work to hire a Head of School within a three-month timespan from the approval of the charter school proposal.

Monitoring School Performance

- o The Head of School will be responsible for articulating and upholding the rigorous academic standards at Truxton Academy Charter School. Therefore, Head of School, either directly or by a designated Academic Support Team member, will be expected to supervise and monitor the appropriate use of assessment instruments in the curriculum and the classrooms. She/he will also be responsible for the timely compilation of assessment data, and interpretation and summation of the data.
- o The Head of School will be responsible for sharing this information with the Board of Trustees quarterly during the school year. The Head of School will also be responsible for timely submission of such assessment data to NYSED as required in the school charter.
- o The assessment program will be evaluated on a yearly basis as to appropriate use, focus and success of the evaluation instruments.
- o This evaluation, conducted jointly by the Head of School and Academic Support Team with input from the faculty should clearly determine whether the assessment instruments are relevant and necessary going forward.

- o This evaluation should also describe both student and school-wide absolute goals and comparative results of the previous school year.
- o The evaluation process will be reviewed by the Board of Trustees and shared with The R.E.D. Group as assessment consultant to create short and long-term academic goals for the charter school.

Evaluation of School Leaders and their Effectiveness

The Board of Trustees is responsible for the yearly evaluation of the Head of School and may assist in evaluating Academic Support Team as needed. This evaluation will include completeness of:

- o Report on the charter school's Accountability Goals for absolute, growth and comparative results.
- o Report on student progress according to interim and benchmark assessment data
- o Report on staff progress with shared insights from walk-through evaluation and teacher and support staff feedback

The Board of Trustees, with the responsibility for the academic integrity of Truxton Academy Charter School, has the obligation to hold the Head of School to the same rigorous standards. The Board will employ the Marzano Instructional School Leadership Model as a mechanism for school leadership evaluation. This extensively research-based model evaluates the impact of the school leader on student learning. (*Investigating the Links to Improved Student Learning*, Louis et al., 2010)

The Board of Trustees will ensure that the Head of School and all staff members remain in compliance of all local, state, and federal laws, rules and regulation. The Board will also ensure that TACS complies with all standards and regulations put forth by its authorizer, The State University of New York.

R-13(B) EDUCATION CORPORATION BOARD DESIGN

Rationale for Board of Trustees Design

- o The Truxton Academy Charter School has nine Board Members on the Board of Trustees. It is the consensus of the group that having more 11 members would be unwieldy and not conducive to an effective administrative organization.
- o The Board officers consists of a President, Vice-President, Financial Advisor and non-voting Recording Secretary. The remaining members are participants in curriculum, finance, community outreach and fundraising committees.
- o Ex-officio members are members of our Founding Team, Head of School, and elected SCA (Student Community Organization) Parent representative (voting Board Member).
- o Standing Committees include but are not limited to:
 - Finance Committee
 - Community Outreach Committee
 - Fundraising/Marketing Committee
 - Agricultural Buildings Committee
 - Public Relations Committee
- o The Board of Trustees has not delegated any specific authority to the above committees, giving them direction and approving any permanent or financial commitments only at the Board level.
- o Truxton Academy Board of Trustee meetings are held the first Monday of every month from 7:00 pm to 9:00 pm. A notice of monthly meetings will be posted in neighborhood businesses and announced at public events and are always open to the public. Newspaper notices will be used upon approval of proposal. Committee meetings occur as needed and are set up by committee chairmen.
- o Trustee recruitment is done by consensus of the Board inviting individuals with a sincere interest in the concept of a unique rural charter school and an occupation related to the mission of the charter school to sit on the board. It is important for the individual to be articulate in sharing his desire for a quality education for children in the Truxton area the charter and be a willingly engaged representative of the Board and the charter school.
- o New trustees are invited to sit in on Board meetings prior to becoming a member and will be provided a copy of Board By-Laws and Code of Ethics when they are seated on the Board. They

will be encouraged to visit area charter schools as well as the Truxton Academy Charter School to become familiar with programs and personnel.

R-13(C) STAKEHOLDER PARTICIPATION

Name of Stakeholder, Input, and Expectations:

Stakeholder	Input to be Gained	Expectations
SUNY Charter School Institute	Guide and Support Charter School Board and Staff Programmatic and professional Recommendations for Operations	Monitor progress and Share Results Assist in Creating Plan To Ensure Success
Board of Trustees	Accountability Fulfill Mission of Charter School Policy Implementation	Develop unique curriculum Develop expanded action plan
Partner	Expertise with Project-Based Learning STEM Support and Guidance Grant Support Summer Day Camps Teacher Institute Support	School Visitations Student Teacher Participation Assessment Support for Program

Parents	<p>Parent Involvement and Support</p> <p>Assistance with Extended Day and Field Trips</p> <p>Career Expertise</p> <p>Classroom Needs</p> <p>Student Needs</p>	<p>Available as Resources, Volunteers</p> <p>Audience for Project and Program Presentations</p> <p>Share Charter School Success with Others</p>
Students	<p>Enthusiasm for Program</p> <p>Program Feedback</p>	<p>Confident Sharing of Projects and Knowledge</p> <p>Growth of Confidence with New Situations</p>
Community	<p>Willingness and Opportunity To Participate in School Activities</p> <p>Offer to Assist in Community Event</p>	<p>Communicate Progress of Program</p> <p>Discover Additional Resources</p> <p>Express Appreciation for Program in the Truxton Community</p>
Building Provider	<p>Room Adjustments as Needed</p> <p>Safe, Pleasant Facilities</p> <p>Friendly Environment</p>	<p>Flexible Hours</p> <p>Expanded Outbuilding Resources</p> <p>Public Support and Appreciation</p>
Consultants	<p>Active, Objective Program Support</p>	<p>Create and Implement Plans</p> <p>Advise Board of Trustees</p>

	Program Evaluation and Assessment Teacher Training and In-Service Support	Share Results with Interested Entities
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The benefits of having engaged stakeholders are:

- Having shared responsibility for creating a truly excellent rural school program;
- Acquiring input and feedback in a variety of situations with diverse individual perspectives;
- Implementing and improving the educational plan as a result of this diverse input
- Sharing the accomplishments and success together; and
- United we are greater than the individual parts and have the potential for great academic success in our rural Truxton community.

RESPONSE 13(D) – BY-LAWS

TRUXTON ACADEMY CHARTER SCHOOL BOARD OF TRUSTEES BYLAWS

ARTICLE I- NAME

The name of this organization shall be Truxton Academy Charter School (hereafter, “TACS”).

ARTICLE II-PURPOSE

The Truxton Academy Charter School shall be a not-for-profit educational entity, subject to the laws of the State of New York, for the general purpose of operating a public charter school as approved by the New York State Board of Regents.

ARTICLE III-BOARD OF TRUSTEES

SECTION 1: Duties and Responsibilities

The Board of Trustees (hereafter, “the Board”) shall be the governing body of TACS, and, as such, shall be responsible for all decisions concerning the acquisition, sale, purchase, and use of TACS assets; establishment and supervision of compliance with all TACS policies, regulations, rules, the retention, supervision, evaluation, and all other employment decisions concerning the Principal of TACS; approval of all contracts of employment, including pay and fringe benefits provided thereunder; approval of all personnel decisions involving the termination of employment, demotion, transfer, or promotion of TACS personnel, oversight and supervision of all facets of the operations of TACS, including approval and supervision of its curriculum, education programs, and all related matters; and to carry out all other duties that are necessary and appropriate to the governance and management of TACS or may be prescribed by these bylaws, or which may otherwise be required by law. Such duties shall include the following:

1) Exist as a governing board and perform all duties appurtenant thereto, including overseeing and directing the organization and administration of the education program, curriculum, policies, and operations of the Truxton Academy Charter School consistent with the provisions of the charter granted by the New York State Board of Regents on _____, __, 2018 and the charter agreement between the Truxton Academy Charter School and the New York State Board of Regents, dated _____, __, 2018.

2) Ensure that the administrators and faculty of the Truxton Academy Charter School offer an exceptional, relevant and rigorous curriculum to the enrolled students.

3) Oversee the development and, to the extent necessary, implementation of a fair and unbiased lottery system, that is compliant with Education Law s. 2854 (2)(b) and providing a preference to applicants residing within the Homer School District.

4) To direct and supervise its administrators and employees relative to the applications for grants and other funding for the sole benefit of the TACS educational programs, facilities and related operations.

SECTION 2: Number, Election, and Terms of Office

1) The Board which initially came together through a shared vision and purpose shall consist of not less than six or more than nine members. A majority of those trustees must live in the Homer School District. At least two members of the Board should have children presently attending or have previously attended TACS in the past five years. The Board may be increased or decreased in size only within the stated limits. No position of the Board shall be dropped until the expiration of its three-year term.

2) Three Board members will be elected or reelected by the Board at its annual meeting. A slate of nominees for board membership shall be offered from the floor when an opening is available. Term of office shall be three years in terms to be staggered so that, as nearly as possible, one-third of the member terms expire with the conclusion of the annual meeting. Board members may be re-elected.

3) An elected member of the Board may lose his/her position on the Board upon majority vote of the remaining Board, if she/he is absent without excuse from three consecutive Board meetings. The secretary shall provide the absent Board member in writing a warning of the Board's possible action with a response requested in a timely manner before a final vote is taken.

4) Vacancies may be filled by a majority vote of the Board at any duly called meeting of the Board, for the balance of the unexpired term.

5) No Board member may be concurrently employed by TACS or receive fees for services rendered to TACS.

SECTION 3: Meetings

1) Regular Meetings. Meetings of the Board shall be held on the first Monday of each month. Notification of any change of Board meetings must be given to all members in a manner agreed on by the Board.

2) Special Meetings. Special meetings of the Board may be called by the President, or in the absence or incapacity of the President, by the Vice-President, or by written request of any members of the Board.

3) Annual Meeting. The annual meeting of the Board shall be held during the February regular monthly meeting of each calendar year.

4) Accessibility. Monthly TACS Board meetings shall be open to TACS staff and the public who may participate in discussion but may not vote.

SECTION 4: Quorum

One-half plus one of the trustees shall constitute a quorum at all meetings of the Board. All actions shall be by simple majority vote of members present and voting.

ARTICLE IV- OFFICERS

SECTION 1: Number, Election and Terms of Office

1) The Board of Trustees shall annually elect a President, Vice-President, and Treasurer from the members of the Board. At least two of these positions must be filled by a current resident of the Town of Truxton. Election of officers shall take place at the first regular Board meeting following the annual meeting.

2) Officers shall serve a term of one year and can be re-elected. Vacancies may be filled at any duly called Board meeting, for the balance of the unexpired term.

3) The recording secretary shall be appointed by a majority of the Board at the annual meeting and can be re-appointed.

SECTION 2: Duties

1) President- The President shall preside at all meetings of the Board and shall be responsible for its efficient operation. The President shall appoint all chairpersons of standing and special committees.

2) Vice-President- The Vice-President shall be the contact person regarding electronic communication with the Board and have such powers and responsibilities as are designated from time to time by the Board or by the President including the option to conduct on-line Board voting when needed. The Vice-President shall preside at meetings in the absence of the President and shall carry out such other duties of the President as shall be required.

3) Recording Secretary-

- a) The Recording Secretary shall be responsible for the records of the proceedings of the Board and of the Executive Committee.
- b) The Recording Secretary shall be responsible for recording minutes of Board meetings.
- c) The Recording Secretary shall keep an on-going and accurate record of Board meeting attendance and shall report to the Board when a member has failed to meet attendance requirements.
- d) The Recording Secretary shall be responsible for maintaining necessary organizational records and all official Board correspondence. In the absence of the Recording Secretary, the presiding officer may appoint a temporary secretary.
- e) The Recording Secretary shall also perform such other duties as may be designated from time to time by the Board or the President.

4) Treasurer-

- a) The Treasurer shall be a full member of the Board of Trustees and be one of two signatures required for any bank account opened for the sole use of TACS and function as a liaison with our partner corporation, Truxton Alumni and Community Supporters, Inc.
- b) The Treasurer shall be responsible for accepting, recording and depositing all financial contributions and payments to TACS and monitor the disbursement of those funds; shall make sure that all funds are properly collected, accounted for and deposited, that all bills are properly verified and paid, and that all receipts and disbursements are recorded pursuant to standard accounting procedure.
- c) The Treasurer shall also render regular financial statements or reports of the income and expenses of TACS to the Board during its regular meetings and to other agencies as are or may be prescribed by law.
- d) The Treasurer will be a standing member of the Finance Committee in order to assist and support their activities and responsibilities.
- e) The Treasurer will be a standing member of the School Fiscal Planning Team.

SECTION 3: Vacancies

Whenever a vacancy shall occur in the office of President, Vice-President, Secretary, or Treasurer, such vacancy shall be filled by majority vote during any duly called meeting of the Board, and the person(s) so designated shall serve for the remainder of the unexpired term.

ARTICLE V- COMMITTEES

SECTION 1: Standing Committees

Committees, as described and approved by the Board, have the responsibility of notifying the Board of their meetings and providing a written summary of meeting attendance, topics discussed and action taken. The Recording Secretary will maintain these reports and share when needed.

1) Executive Committee - Executive Committee shall consist of the President, Vice-President, Recording Secretary, Treasurer and one additional parent member of the Board or Applicant Support Group, appointed by the President. At least two of these positions must be held by Town of Truxton residents. A quorum of the Executive Committee shall consist of three members of the Committee. Decisions shall be made by majority vote of those present and voting. The Executive Committee shall be responsible for long-range planning for TACS and shall make recommendations to the Board in this regard. The Executive Committee shall be empowered to act on behalf of the Board in such matters as are deemed appropriate by the board, subject to ratification at the next regularly scheduled Board meeting.

2) Curriculum Committee- Chairman will be a member of and appointed by the Board of Trustees. Members will include two teachers, either active or retired, one school administrator, one parent, and one representative of local agri-business. Responsibilities include informing and assessing the effectiveness and future needs as regards implementation and integration of TACS curriculum and assessment standards as well as fulfilling the Mission statement of TACS. These members may be solicited or volunteer and will be approved by the TACS Board.

3) Finance- Chairman will be an active member of the Applicant Support Group and appointed by the Board of Trustees. The members will include one local business owner, one parent and a certified public accountant chosen by the Board. The responsibilities include, but are not limited to, creating and publishing an Operational Budget for TACS, consulting with accountants on spending options and legal restrictions, if any, in terms of satisfying the laws of New York State and accepted spending guidelines of the NYS Dept. of Ed.

4) Audit - The board may designate an Audit Committee, which committee shall consist entirely of independent members. Each member of the Board shall, upon initial appointment and annually thereafter, provide to the President of the Board a completed independence questionnaire in the form attached to the Corporation's Ethics Policy. The President shall determine the independence of each Member based on such member's responses to the questionnaire.

This committee shall undertake the following duties:

a) the Audit Committee shall annually retain or renew the retention of the independent auditor to conduct the audit of the Corporation's financial statements, and upon the completion thereof, review the results of the audit and any related management letter with such independent auditor. In furtherance of the responsibilities described in this Section 3(a) of the Article, the Audit Committee shall:

I. Review with the independent auditor the scope and planning of the audit, prior to commencement of the audit;

II. Upon completion of the audit, review and discuss with the independent auditor (i) any material risks or weaknesses in internal controls identified by the auditor, (ii) any restrictions on the scope of the auditor's activities or access to requested information; (iii) any significant disagreements between the auditor and management, and (iv) the adequacy of the Corporation's accounting and financial reporting process; and

III. Annually consider the performance and independence of the independent auditor; and

b) The Audit Committee shall maintain, monitor and administer the Conflict of Interest Policy in the Code of Ethics following the Whistleblower Policy (if any) of the Corporation.

In the event that the Board of Trustees does not establish an Audit Committee, or the Audit Committee is otherwise inactive, the duties of the Audit Committee shall be undertaken by the Board of Directors, excluding only those directors who are not independent.

5) Public Relations/Marketing- Chairman will be an active member of the Applicant Support Group and appointed by the Board. Members will include local residents and business leaders as needed to fulfill the responsibilities of the Committee. The responsibilities shall include, but are not limited to, planning for and providing information about TACS to the public and encouraging interaction and support of the school's mission and program. The chairman will also supervise all internet pages sponsored by TACS and consult with the Board on appropriate information to be shared electronically. The chairman may also designate a specific individual to regularly monitor and respond to inquiries and comments received on these internet pages with approval of the Board.

6) Building and Outbuildings- Chairman will be a member of the Applicant Support Group and appointed by the Board of Trustee. Members will include local residents and business leaders that are familiar with building codes, construction techniques, the bidding process and maintenance of the school building and present and proposed outbuildings. This committee will support school maintenance and custodial employees, bringing concerns and proposed changes to the Board for review and approval.

7) Fundraising- Chairman will be a member of the Applicant Support Group and appointed by the Board of Trustees. Members will include local residents and business leaders as needed to fulfill the responsibilities of this committee. Such responsibilities include but are not limited to actively organizing events for the purpose of raising funds. These funds will be used to provide educational benefits and enrichment opportunities for the students of TACS. All events will be approved by the TACS Board.

SECTION 2: Special Committees

The President of the Board shall have the power to create and appoint such special committees as the business of TACS may require from time to time, and the duties and responsibilities thereof.

ARTICLE VI- FISCAL YEAR

The fiscal year of the TACS shall be July 1 through June 30.

ARTICLE VII- DISSOLUTION

Upon dissolution of the corporation, its assets shall be distributed according to provision described in the Truxton Academy Charter School state charter requirements.

ARTICLE VIII- PARLIAMENTARY AUTHORITY

Robert's Rules of Order Revised shall govern the proceedings of the Truxton Academy Charter School, except as otherwise provided by Board Bylaws.

ARTICLE IX- AMENDMENTS

These by-laws may be altered, amended, added to, or repealed by a two-thirds vote of the Board at any duly called meeting of the Board.

RESPONSE 13E: CODE OF ETHICS

I. Purpose

The Board of Trustees of Truxton Academy Charter School and the Applicant Group hold their positions to serve and benefit the school community, and not for obtaining personal or private gain in the exercise of their official powers and duties. Thus, Truxton Academy Charter School recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers, and employees.

II. Definitions

- A. The term “Board” means the Board of Trustees of the Truxton Academy Charter School.
- B. The term “Code” means this Code of Ethics.
- C. The term “School” means Truxton Academy Charter School.
- D. The term “School officer, officer, employee, or staff member” means a paid or unpaid officer or staff member of the School including, but not limited to, the members of the Board of Trustees.
- E. The term “gift” means anything of value, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form. The value of a gift is the gift’s fair market value, determined by the retail cost of the item or a comparable item. The fair market value of a ticket entitling the holder to food refreshments entertainment, or any other benefit is the face value of the ticket or the actual cost to the donor, whichever is greater.
- F. The term “interest” means a direct or indirect pecuniary or material benefit accruing to an officer or employee (unless the context otherwise indicates) but does not include any benefit arising from the provision or receipt of any services generally available to the residents or taxpayers of the state of New York, or a lawful class of such residents or taxpayers.

- G. The term “matter” refers to any actual or proposed contract purchase agreement, lease agreement or other agreement, including oral agreements with municipality of which he or she is an officer or employee.
- H. The term “relative” means a spouse, parent, step-parent, sibling, step-sibling, sibling’s spouse, child, step-child, uncle, aunt, nephew, niece, first cousin, or household member of a School officer or employee, and individuals having any of these relationships to the spouse of the School officer or staff member. III.

Applicability

This Code applies to School officers and staff members.

III. Standards of Conduct

General Conduct: An officer or employee shall conduct him or herself in accordance with the core values, mission and vision of Truxton Academy Charter School.

Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees and Founders, shall adhere to the following Code of Ethics.

A. Partners

- a. The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of NYS Education Law, Not-for-Profit Corporation Law, the school’s charter and its bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.
- b. No trustee, officer, individual, or employee of a corporation, limited liability company, or partnership having a business relationship with the charter school involving the provision of education management services to the charter school shall serve as a voting member of the Board. Not more than 40 percent of the people serving on the Board of Trustees of the school may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, son-in-law, mother-in-law, or father-in-law of any such person.

B. Gifts

- a. An officer or employee shall not directly or indirectly violate §805= a (1) (a) of the General Municipal Law by soliciting of any gifts; nor shall an officer or employee 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 twelvemonth period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing, or promise, or any other form, it could reasonable be inferred that 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.
- b. This section does not prohibit any other gift, including:
 - i. Gifts made to the School;
 - ii. Gifts from a person with a family or personal relationship with the officer or employee when the circumstances make it clear that the personal relationship rather than the recipient's status as a School officer or employee, is the primary motivating factor for the gift;
 - iii. Gifts given on special occasions, such as marriage, illness, or retirement, which are modest, reasonable and customary;
 - iv. Unsolicited advertising or promotional material of little intrinsic value, such as pens, pencils, note pads, and calendars;
 - v. Awards and plaques having a value of \$75 or less, which are publicly presented in recognition of service as a School officer or employee, or other service to the community; or
 - vi. Meals and refreshments provided when an officer or employee is a speaker or participant at a fob-related professional or educational conference or program and the meals and refreshments are made available to all participants.
- c. The Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

C. Confidential Information:

An 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.

D. Investments in Conflict with Official Duties:

An 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. Contracts with not-for-profit entities, such as charter management organizations, partners and founding organizations must be disclosed but are not prohibited.

a. Examples of investments what will create a conflict for purposes of this Section include, but are not limited to:

- i. Investments that can be reasonably expected to require more than sporadic recusal and abstention under Section VI of this Code; or
- ii. Investments that would otherwise impair the person's independent judgement in the exercise or performance of his or her official powers he. And duties.

b. This section does not prohibit an officer or staff member from acquiring less than five percent (5%) of the stock of a publicly traded corporation.

E. Representation before the School

- a. An 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 school board.
- b. Representation before the Board for a contingent fee: An 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 school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

- c. Disclosure of interest in matters before the Board: A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she or his or her spouse has, will have, or later will acquire in such matter. This interest shall be disclosed in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest.

F. Private employment:

- a. An 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. No officer or staff member may engage in, solicit, negotiate for, or promise to accept any private employment, including the rendition of any business commercial, professional, or other types of services, when the employment or service:
 - i. Reasonably can be expected to require more than sporadic or occasional recusal and abstention pursuant to Section VI of the Code;
 - ii. Reasonably can be expected to require disclosure or use of confidential information gained by reason of serving as an officer or staff member;
 - iii. Violates §805-a(1) or (d) of the General Municipal Law as interpreted by this Code; or
 - iv. Requires representation of a person or organization other than the School in connection with litigation negotiations, or any other matter to which the School is a party.
- b. Future employment: An officer or employee shall not, after the termination of service, or employment with the Board, 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 officer or employee of any claim, account, demand or suit against the district 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.

G. Prohibition on Use of School Position for Personal or Private Gain

No officer or staff member shall use his or her School position or official powers and duties to secure a financial or material benefit for himself or herself, a Relative, or any private organization in which he or she is deemed to have an interest.

H. Use of School Resources

School resources shall be used for lawful School purposes. School resources include, but are not limited to: School personnel, money, vehicles, equipment, materials, supplies, or other property.

I. Interest in Contracts

- a. No officer or staff member may have an interest in a contract that is prohibited by §801 of the General Municipal Law.
- b. Every officer and staff member shall disclose Interests in contracts with the School in the time and in the manner required by section V of this Code and as provided in General Municipal Law §803.

IV. Disclosure of Interests

- A. Whenever a matter requiring the exercise of discretion comes before an officer or staff member, either individually or as a member of the Board, and disposition of the matter could result in a direct or indirect financial or material benefit to himself or herself, a Relative, or any private organization in which she/he is deemed to have an Interest, the officer or staff member promptly disclose in writing the nature of the Interest.

Similarly, any officer who has, will have, or later acquires an Interest in any actual or proposed contract with the School shall publicly disclose the nature and extent of such Interest in writing to the Board as soon as she/he has knowledge of such actual or prospective Interest.

- B. The disclosure shall be made when the matter requiring disclosure first comes before the officer or employee, or when the officer or employee first acquires knowledge of the Interest requiring disclosure, whichever is earlier.

V. **Recusal and Abstention**

- A. No officer or staff member may participate in any decision or take any official action with respect to any matter requiring the exercise of discretion (including, but not limited to, discussion and voting) when he or she knows or has reason to know that the action could confer a direct or indirect financial or material benefit on him or herself, a relative, or any other private organization in which he or she is deemed to have an Interest.
- B. In the event that Section VI of this Code prohibits an officer or employee from exercising or performing a power or duty:
 - a. If the power or duty is vested in an officer as a member of the Board then the power of duty shall be exercised or performed by the other members of the Board.
 - b. If the power or duty is vested in an individual, then the power or duty shall be exercised or performed by his or her deputy or, if the officer does not have a deputy, the power or duty shall be performed by another person to whom the officer may lawfully delegate the function.
 - c. If the power or duty is vested in a staff member he or she must refer the matter to the School leader who shall designate another person to exercise or perform the power or duty.

VI. **Disclosure, Recusal, and Abstention Not Required**

- A. This code's prohibition on the use of a School position, disclosure requirement and requirements relating to recusal and abstention shall not apply with respect to the following:
 - a. Any matter requiring the exercise of discretion that directly affects any of the following groups of people or a lawful class or such groups:
 - i. All School officers or staff members;
 - ii. All residents or taxpayers of the School or an area of the School; or

iii. The general public; or

b. Any matter that does not require the exercise of discretion.

B. Recusal and Abstention shall not be required with respect to:

a. Any matter which comes before the Board when a majority of the total membership would otherwise be prohibited from acting by Section VI of this

Code; or

b. Any matter which comes before a School officer when the officer would be prohibited from acting by Section VI of the Code and the matter cannot be lawfully delegated to another person.

c. Adoption of the School's annual budget.

VII. Personal Representations and Claims Permitted

This Code shall not be construed as prohibiting a School officer or staff member from:

A. Representing himself or herself, or his or her spouse or minor children before the School; or

B. Asserting a claim against the School on his or her own behalf or on behalf of his or her spouse or minor children.

VIII. Posting and Distribution of Code of Ethics

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

A. The School Leader must post a copy of this Code and copy of any amendment to this Code conspicuously in the School building. The Code and any amendment must be posted within ten (10) days following the date on which the code or amendment as applicable, takes effect.

- B. The School Leader at the directive to the Board President must distribute a copy of this Code, including any amendments to the Code, to each person who is or becomes a School officer or staff member.
- C. Every School officer or staff member who receives a copy of this Code or an amendment to the Code must acknowledge such receipt in writing in the form attached hereto. Such acknowledgments must be filed with the School which must maintain such acknowledgements as a public record.
- D. The failure to post this Code or an amendment to the Code does not affect either the applicability or enforceability of the Code or any amendment. The failure of a School officer or staff member to receive a copy of this Code or any amendment to this Code, or to acknowledge receipt thereof in writing, does not affect either the applicability or enforceability of the Code or amendment to the Code.

IX. Filing Requirement

Within thirty (30) days of the Board's adoption of the Code or any amendment, the School shall file a copy of this Code or amendment, as applicable, with the Office of the State Comptroller.

X. Enforcement and Penalties

In addition to any penalty contained in any other provision of law, any School officer or staff member who shall knowingly and intentionally violate any of the provision of the Board's Code of Ethics may be censured, fined suspended or removed from office or employment, as the case may be, in the manner provided by law.

Code of Ethics Acknowledgement

I, _____, an officer/staff member of the
School, do hereby acknowledge receipt of a copy of the Code of Ethics of the
Truxton Academy Charter School, this ____ day of _____, in the year _____.

Signature of officer/staff member

Print name of officer/staff member

Effective Date: _____

R-13(F) COMPLAINT POLICY

The Truxton Academy Charter School Board of Trustees recognizes that during the process of managing an elementary school, areas of concern regarding school management, teacher interaction or curriculum controversy may occur. Each and every complaint will be handled in a courteous manner, respectfully and promptly. The Board will encourage open lines of communication on a regular basis to inform stakeholders of any changes and/or events involving the school.

Recognizing that complaints will still occur occasionally, complaints will be directed as follows:

1. Discuss the complaint with the staff member that has direct responsibility for the problem.

Within a week, the complaint will be directed to the staff member involved to resolve the problem through discussion. In the case of violation of laws or issues with schoolwide policies, the Head of School would be the appropriate staff member.

The Truxton Academy Charter School is committed to using communication to solve issues. If needed, the two parties involved may request mediation from the staff member's immediate supervisor. If the complaint is not resolved within a week, the process will move to Step 2.

2. Discuss the complaint with the staff member's immediate supervisor.

If a solution is not found between the two parties involved, it should be taken to the staff member's immediate supervisor for discussion including use of mediation as necessary. If the original complaint was with the Head of School and discussion has not worked, move to Step 3. The process continues through the ranks until the complaint has been discussed with the Head of School. If the complaint has not been satisfactorily addressed after talking with the Head of School, move to Step 3. This should occur no later than a month from the original complaint.

3. Submit the complaint in writing to the Head of School.

The Head of School may speak to all parties involved to resolve the issue through discussions with the parties involved. Otherwise, within two weeks, the Head of School will give a written decision concerning the complaint, including the reasons for the decision. If the Head of School's written decision is unsatisfactory, move to step 4 within 1 week.

4. Submit the complaint in writing to the President of the Board of Trustees.

Upon receiving the written complaint, the President shall request copies of all written communications from Step 3.

The President will convene a Resolution Committee of the Board of Trustees (with at least 3 people) that shall meet within 10 working days to discuss the issues. Those involved in the complaint shall have a right to attend the meeting.

The Resolution Committee will conduct reviews to ensure compliance with the law. Truxton Academy Charter School and the specific individuals involved will cooperate to the fullest extent with the review. The Resolution Committee shall decide on the matter by majority vote and shall respond in writing to the person issuing the complaint no later than 30 days from the receipt of the complaint. If the Resolution Committee is unable to reach a decision and/or the complaint is of such a nature that it might interfere with the normal functions of the School, the committee shall bring this matter to the Board of Trustees for consideration.

5. If the Board of Trustees' written decision is not sufficient, the complaint may be submitted in writing to the SUNY Charter School Institute, the authorizer of the Truxton Academy Charter School.

The Formal Complaint Form can be found at: <http://www.newyorkcharters.org/formal-complaints/>. The SUNY Formal Complaint Form can be emailed to charters@suny.edu or mailed to the Institute at: 353 Broadway, Albany, NY 12246.

6. If the SUNY Charter School Institute's written decision is not sufficient, you can appeal to the New York State Board of Regents through the New York State Education Department (518) 474-3852 or in writing to Charter Schools Office, Room #5N EB, Mezzanine, 89 Washington Avenue, Albany, NY 12234.

RESPONSE 14 – DISTRICT RELATIONS

R-14(A) STRATEGIES FOR ESTABLISHING AND MAINTAINING AN ONGOING RELATIONSHIP WITH THE LOCAL SCHOOL DISTRICT

The goal of the Truxton Academy Charter School (TACS) Applicant Group is to establish a positive, cooperative, working relationship with the Homer Central School District, including: the Superintendent, administrators, personnel, and families. Both the School District and the TACS Applicant Group share the common goal of providing the highest quality education and opportunities to enable all children to achieve academic success.

In an effort to establish a positive relationship with the Homer Central School District, we held the following four meetings with the District superintendent, administrators, and Board members in 2015 and 2016:

- January 21, 2015. TACS's founding team members presented information about the proposed Truxton Academy Charter School at a special Homer Central School District Board meeting at Hartnett School. Several community members also expressed their support of TACS.
- July 31, 2015. Truxton Town Board members and TACS's Founding Team met with the Homer Central School District Superintendent and administrators to discuss the acquisition of the Hartnett School building for the proposed Truxton Academy Charter School. In January 2016, Truxton community members raised \$51,000 and purchased Hartnett School for the proposed Truxton Academy Charter School.
- August 30, 2016. TACS's Board members met with the Homer Central School District Superintendent and administrators to establish a positive working relationship as well as update and share information regarding the proposed Charter School.
- September 27, 2016. TACS's Applicant Group met with the District Superintendent and Board of Education at a Board Meeting to discuss financial concerns.

At TACS's Public Hearing held on October 12, 2016, twice as many speakers spoke in favor of the proposed Charter School as opposed.

Despite all our efforts to establish a positive, cooperative relationship with the Homer Central School District, the District Superintendent and Teacher's Union continued to oppose TACS. In 2017, TACS's Applicant Group did not meet with the Homer School District administrators due to the Superintendent's announcement of her retirement, effective June 2018. We held meetings in October 2015 and 2016 with each the neighboring school districts (Cortland,

DeRuyter, Fabius-Pompey, McGraw and Tully) to establish positive relationships. For more details, please see R-03e Description of Community Outreach.

TACS’s Applicant Group will continue to address challenges positively, professionally, and peacefully. We anticipate establishing a positive, cooperative relationship with the new Homer Central School District Superintendent in July, 2018. We will continue our extensive community outreach to establish positive relationships with all the neighboring school districts and BOCES.

R-14(B) DESCRIPTION OF LOW-PERFORMING SCHOOLS IN THIS AREA

The 2014 - 2017 NYS Assessment scores for four of the school districts surrounding TACS compared to statewide scores are shown below. All scores, except DeRuyter’s 2016 and 2017 Math Assessment scores, are below the statewide average. As a majority of students in these communities have not yet demonstrated grade level proficiency, they can be characterized as struggling academically.

Composite State Proficiency Scores for Participating Districts

Assessment	Cortland SD	DeRuyter SD	Homer SD	McGraw SD	Statewide
2014 ELA	21%	18%	26%	17%	31%
2014 Math	26%	34%	30%	15%	36%
2015 ELA	21%	20%	27%	15%	31%
2015 Math	31%	35%	34%	18%	38%
2016 ELA	26%	26%	25%	26%	38%
2016 Math	32%	39%	32%	19%	39%
2017 ELA	25%	37%	28%	32%	40%
2017 Math	32%	40%	31%	26%	40%

The majority of students with disabilities and economically disadvantaged students in local schools are far from demonstrating grade level proficiency.

Proficiency Scores of Students with Disabilities in Area School Districts

Assessment	Cortland	DeRuyter	Homer	McGraw	Statewide
2016 ELA	1%	0%	0%	2%	8%
2016 Math	2%	0%	5%	0%	11%
2017 ELA	1%	0%	4%	0%	9%
2017 Math	3%	12%	1%	0%	11%

Proficiency Scores of Economically Disadvantaged Students in Area School Districts¹

Assessment	Cortland	DeRuyter	Homer	McGraw	Tully	Statewide
2016 ELA	16%	19%	12%	19%	13%	27%
2016 Math	21%	29%	17%	13%	26%	28%
2017 ELA	14%	21%	15%	21%	15%	29%
2017 Math	22%	28%	19%	15%	20%	29%

¹ <https://data.nysed.gov>

How the Proposed Truxton Academy Charter School Might Partner to Share Best Practices and Innovations

After the Truxton Academy Charter School is approved and established, the Head of School will meet with administrators of area low performing public schools to establish and maintain positive relationships with the neighboring low-performing schools and discuss plans for sharing best educational practices and innovations.

TACS might partner to share professional development workshops for teachers in low-performing schools in TACS's Key Design Elements:

- Project-Based Learning (PBL);
- Science, Technology, Engineering and Math (STEM);
- Conscious Discipline, and
- Spanish

After TACS is operating smoothly, teachers from low-performing schools might partner one-on-one with TACS teachers of the same grade level to share innovative strategies and visit or observe each other's classrooms.

In 2017, TACS's Applicant Group organized and implemented the following professional development programs for area teachers and residents:

- "PBL, STEM, Assessment, and Inclusive Education" at the Center for the Arts in Homer, NY, February 13, 2017 facilitated by SUNY Cortland faculty members.
- "Environmental and Agricultural Education" at the Center for the Arts in Homer, NY, April 5, 2017, facilitated by a NYS DEC Project WILD Facilitator and a SUNY ESF faculty member.
- "Agriculture in the Classroom" professional development workshop for area teachers at the TACS Building in Truxton, NY, May 6, 2017, facilitated by the NYS Ag in the Classroom Coordinator, Cornell University.
- "Science, Engineering, Technology, and Math" at the SUNY Cortland campus in Cortland, NY, May 9, 2017, facilitated by Syracuse University and University of Missouri faculty members.

In 2016 and 2017, TACS's Applicant Group organized and implemented the following educational programs for area children. Some area teachers observed the programs.

- "Project-Based Learning (PBL) Science Class" at the TACS Building, Truxton, NY, August 12, 2016, facilitated by Syracuse University Science Professor and Graduate Students.
- "Summer Learning Adventure" (included PBL, Environmental Ed, Agricultural Ed., and Physics) at the TACS Building, Truxton, NY, August 14-17, 2017, facilitated by DEC PW Facilitator, Agricultural Managers, Cornell University.

R-15ABD STUDENT DEMAND, COMMUNITY SUPPORT, RECRUITMENT, AND RETENTION

(a) General Student Population

Rural poverty, physical isolation, and the lack of educational alternatives in this area of New York State limit families' educational options. Based on conversations with families, community stakeholders, and political representatives, there is a clear need for a high-quality educational option in this rural community located in a 15-20 mile radius of Truxton shown in Figure 1 in R-01ac. During our extensive community outreach efforts throughout the past three years, detailed in R-03e, families communicated their current dissatisfaction with:

- low student achievement scores,
- increasing numbers of struggling learners, and
- the lack of affordable educational alternatives in this area.

Families clearly stated their need for a new public, high quality, tuition-free, achievement-oriented elementary charter school with an innovative curriculum that enables all children, especially struggling learners, to achieve academic success.

As shown in Figure 2 in R-01ac, homeschooling has increased and school district enrollment has decreased in this area. Currently, no charter schools are located in this community. Spanish language instruction is not currently offered at the elementary level. Our proposed Rural Life Lab is unique to TACS in this area.

Our 2018 TACS Information Flier/Interest Form was mailed directly to over 3,000 residents in the Cortland, Homer, DeRuyter, and Truxton areas. Interest Forms were also available at local businesses, post offices and on our website. So far, we have received Interest Forms from parents of 101 children and more are coming in. We expect this number to increase following proposal approval. Many parents are reluctant to complete Interest Forms prior to SUNY Charter School Institute's approval. We believe that our initial response to the 2018 Interest Forms, the additional parent interest we've experienced while talking with parents at recent community outreach events, and TACS's extensive and ongoing community support and outreach, described in R-03e, will enable TACS to meet its proposed enrollment.

(b) Target Population Enrollment - Enrollment and Retention Targets

Using the SUNY Enrollment and Retention calculator, the Truxton Academy Charter School has set the following targets for enrollment and retention of economically disadvantaged students (FRPL), English Language Learners (ELL) and Students with Disabilities (SWD). Our enrollment and retention targets for each of these subgroups for Years 1 and 5 of operation are outlined below. We will commit to closely tracking our progress toward these targets and work diligently in our outreach and enrollment strategies to maintain a student population that mirrors the community we are committed to serve.

Targets for Year 1 (68 students, K-2nd grade)				
	Enrollment Target		Retention Target	
	Percentage	# of Students	Percentage	# of Students
FRPL	42%	29.7	91.5%	27.2
ELL	1.5%	1.0	91.4%	1.0
SWD	5.4%	3.8	92.3%	3.5

Targets for Year 5 (141 students, K-6th grade)				
	Enrollment Target		Retention Target	
	Percentage	# of Students	Percentage	# of Students
FRPL	43.4%	62.4	93.4%	58.2
ELL	.8%	1.1	93.9%	1.1
SWD	11.0%	15.8	93.3%	14

Recruitment Strategies TACS Will Employ to Attract Each Target Population

The TACS Applicant Group will work with community organizations and parent groups to recruit, enroll, and successfully retain a cross-section of students mirroring the demographics of the Homer School District, with attention to students who qualify for the FRPL Program, English Language Learners, and students with disabilities.

- **Economically Disadvantaged Students (Eligible for Free and Reduced Price Lunch - FRPL)**

TACS is located in rural central New York where 55% of area families are economically disadvantaged and their children qualify for the FRPL program. Our brochures and handouts will include statements of participation in the FRPL program. We will emphasize the familiar central school location to draw students from surrounding low income rural areas. Recruitment brochures will be distributed to local food pantries, agencies that serve low income families, and low income housing projects. The TACS Applicant Group will continue to contact less

informed families by distributing information house-to-house, placing signs along the main road through Truxton and East Homer, and posting fliers at local businesses and post offices.

- **English Language Learners (ELL)**

TACS will employ a bilingual ELL teacher who will personally visit the farms where the Spanish-speaking families live, get acquainted with them, invite them to enroll in TACS and administer the Home Language Survey. Our Prospective Student Enrollment Form and School Information Brochure have been translated into Spanish and will be available at public recruitment events and on our website. Following Proposal approval, we will secure Spanish translation services to assist parents at Open Houses and enrollment events and reach out to the Cortland Adult ELL instructor and ELL class. We will give preference to hiring bilingual teachers.

- **Students With Disabilities (SWD)**

The TACS Applicant Group will meet with parents to recruit students with special needs by working closely with all preschools, day care centers and agencies serving children with special needs and their families. This includes the Cortland County Health Department – Children With Special Needs Division (including the Pre-K Special Education and the Physically Handicapped Children’s Programs), the Coordinated Children’s Services Initiative (CCSI) and the Franziska Racker Centers for children with disabilities. Program administrators, social workers, special education teachers, parents, and students will be invited to learn more about TACS. Our special education philosophy will be shared during Open Houses and Information Nights. Recruitment brochures will specifically mention the special education program. We will continue to work to strengthen our relationships with the community-based organizations mentioned above and spread the word about TACS. We will continue to closely monitor our community outreach efforts and our progress toward enrollment goals for each subgroup of students.

Description of Any At-risk Admissions Factors Offered to Increase the Likelihood of Enrolling Targeted Students

TACS’s Admission Policy (R-15f) lists economically disadvantaged students (FRPL), ELLs, and students with disabilities (SWD) as one of the preferences for enrollment.

Efforts and Programs to Retain Targeted Students and the Monitoring of These Efforts

We are committed to retaining students and families that enroll at TACS, specifically at-risk student subgroups including those who are economically disadvantaged, have disabilities and are English Language Learners. Through our commitment to building strong family partnerships and creating a positive School Family, we expect to maintain high student retention rates each year. The Head of School will take the lead on family and community engagement initiatives. Once students are enrolled, we will conduct annual Home Visits with all new families and have New Family Orientations for our families. The family partnerships will continue through weekly communication, monthly Family Nights, Family Conferences, and family surveys to gather feedback from all families on their experiences at TACS. Specific surveys will be provided to gather input from families who are receiving special education services or ELL support.

With TACS's emphasis on small group, data-driven instruction plus targeted and strategic supports to meet students' needs, we expect students will reach high academic levels. Staff will analyze data on a daily and weekly basis. The data will be disaggregated by subgroup to ensure that all students are demonstrating adequate levels of growth and mastery. The Student Achievement Coordinator will use data to develop professional development plans that meet student and staff needs as well as assist teachers in developing action plans for students who need instructional adjustments.

Economically Disadvantaged Students (Eligible for Free and Reduced Price Lunch – FRPL)

TACS will retain FRPL students by incorporating flexibility to help our students reach success and lessen the stress often found in families living in poverty. We will develop a close, supportive School Family among students, parents, staff, and other family members through regular communication and events. Monthly Potluck Suppers or Spaghetti Dinners will be hosted to build a strong sense of school community and provide an easy way for families to eat out. Teachers and staff will respectfully communicate and partner with parents. They will continuously monitor and measure parents' perception of TACS programs and their child's academic and social/emotional progress. When parents can't go to school for Parent Teacher Conferences, teachers will offer to meet at their house. Our leadership team will collaborate with classroom teachers to provide struggling students with intensive Response to Intervention (RTI) to close achievement gaps by preventing smaller learning problems from becoming insurmountable gaps. TACS teachers will be important liaisons for helping to identify needs that may place a child at risk, academically or socially. These needs will be addressed in a timely manner utilizing School and community resources. Our staffing pattern and community volunteers will contribute to a low student-to-teacher ratio to give students a resource-rich environment and time and attention to reach mastery of reading and math skills. Economically disadvantaged students who score above grade level will be identified and encouraged with strategies listed in R-07 Specific Populations.

- **English Language Learners (ELL)**

To retain English Language Learners (ELL), TACS staff will integrate and celebrate cultural traditions of ELL families throughout our community. TACS will host a Cultural Night in which all families are invited to share a special dish reflecting their heritage and a special cultural tradition or custom within the school community. By creating a welcoming school environment that respects and celebrates the cultural traditions of our students and families, we will build a strong sense of community within our school environment. TACS staff will encourage native language use at home. Communications with families will be in their home language. A translator will be available for parent conferences and school events. Our website will have links to bilingual and translated materials for all families and students. Parents will be

encouraged to volunteer at school. This will help to increase reading comprehension as they work with children at home.¹

- **Students With Disabilities (SWD)**

The National Alliance for Public Charter Schools offers the following strategies for retaining students with disabilities: 1) adopt key instructional strategies to support all students; 2) identify strategic partnerships and coalitions; 3) hire intentionally and well; and 4) track, analyze, and report data.²

TACS will maintain a culture of high expectations for all students. We will convey the message that all students are welcome and expected to succeed. Our Response to Intervention (RTI) program will have a sharp focus on early literacy, quality instruction, targeted interventions, and progress monitoring to benefit all students. We will hire skilled teachers who understand special education law and how to accommodate individual students' needs. Teachers will communicate well and work closely with one another and families to help students be successful.³

We will make a concerted effort to retain all enrolled students. We plan to closely monitor student attrition. If a family or student expressed their discontent with TACS, we will schedule a conference with the family, student, teachers, and Leadership Team in order to understand the problem and attempt to resolve any challenges. Any student attrition will be reported to the Board so they can address any trends and improve upon any ineffective practices.

(d) Community Support

The TACS Applicant Group has received and continues to experience a high level of community support for establishing TACS. R-03e details our extensive and ongoing community outreach efforts throughout the past 3 years that have resulted in positive and continuing community support. Some of the highlights include:

- Meetings with: community members; local, state and national elected officials; community organizations, preschools and daycare centers, colleges (SUNY Cortland, Syracuse University, SUNY ESF, Cornell Cooperative Extension, SUNY Morrisville); and the superintendents of all neighboring school districts;
- Information tables and fliers distributed at a large variety of community events;
- An active website, social media, Power Point presentations, and news releases;

¹ *Engaging ELL Families: 20 Strategies for School Leaders*, available at: <http://www.adlit.org/article/42781/> and Haynes, J. (2007). *Getting started with English Language Learners, how educators can meet the challenge*. Alexandria, Va.: Association for Supervision and Curriculum Development.

² National Alliance for Public Charter Schools website, available at: <http://www.publiccharters.org/>

³ These strategies draw on Rhim, L.M & O'Neill, P. (2013). Improving access and creating exceptional opportunities for students with disabilities in public charter schools. National Center for Special Education in Charter Schools. Available at: http://www.publiccharters.org/wp-content/uploads/2014/01/Special-Education-in-Charter-Schools_20131021T154812.pdf

- Professional development workshops for teachers and Summer Sessions for students.

The following examples of community support for TACS are positive and inspiring:

- Community members formed the Truxton Alumni and Community Supporters, a 501c3 organization, that: raised \$51,000 to purchase Hartnett School for the Truxton Academy Charter School and continues to maintain and upgrade the school building through community volunteers and fundraising.
- Dedicated community members continue to donate funds, expertise, and time for daily building inspection, maintenance, and upgrades. (R-16 Facilities, 2018 Building Update)
- Letters of Support from elected officials at the local, state and national levels (TACS LOI, Appendix J)
- Community members responded favorably to the creation of TACS in the Truxton Town Board Survey (TACS LOI, Appendix M).
- Over 1000 letters of community support and more than 400 petition signatures in support of TACS from a rural community.
- Commitment letters from 5 area colleges and 8 local businesses to partner pro bono with TACS for Project-Based Learning, STEM projects and professional development (R- 12ab).

The NYS Teacher's Union and Superintendents in the Homer Central School District and some surrounding schools districts have been opposed to TACS due to the potential financial impact on their budgets.

Throughout the past 3 years, TACS's Applicant Group held 4 meetings with the Homer Central School District (HCSD) superintendent and administrators and 2 meetings with each of the neighboring school district superintendents (Cortland, DeRuyter, Fabius-Pompey, McGraw and Tully) in order to provide information and establish positive, cooperative relationships with them. For details, please see R-03e Description of Community Outreach.

The current HCSD superintendent retires June 30, 2018. We will schedule a meeting with the new superintendent in July, 2018 to establish a positive, cooperative relationship. After proposal approval, we will meet with all the neighboring school district superintendents to discuss ways we can work together and cooperate in various areas (e.g. professional development) in an effort to raise student achievement levels.

TACS's Applicant Group will continue to address challenges with opposition positively, professionally, and peacefully. We will continue our extensive community outreach efforts to establish and build positive, cooperative relationships with all schools.

R-15(C) EVIDENCE OF STUDENT DEMAND

Since the late fall of 2015, the TACS Applicant Group has been building relationships with families, colleges, community members, and local community organizations and businesses. Our targeted community has incredible assets and strengths. Our goal is to reflect those strengths in our school design as well as meet the needs and challenges of this rural community. Throughout the past 3 years, we have implemented an extensive community outreach plan and gathered feedback and input for our school design. We have listened to and learned from local community members, families with school-age children, community leaders and organizations. We have met with many community leaders and elected officials at the town, county, state, and national levels on several occasions. The TACS Applicant Group has attended, as well as hosted, multiple events as detailed in R-03e, Description of Community Outreach Efforts. Families are dissatisfied with the current low achievement scores of existing area schools, the increasing number of struggling students, and the lack of affordable educational options in this rural area. Some families are opting for homeschooling or moving to areas with higher quality schools. Parents and community members expressed incredible support for our smaller school and school design, specifically:

- Project-Based Learning (PBL) and the Rural Life Lab;
- Science, Technology, Engineering, and Math (STEM) with an Agricultural and Environmental Focus; and
- the “School Family” model.

We continue to elicit feedback from families and community members in person, at community events, at our monthly Board meetings held at our school building in Truxton, and social media. To gauge student demand during the last 3 years, we have created Prospective Enrollment Forms and Interest Forms for parents to indicate their interest and potential enrollment of their children in TACS. A copy of our 2018 Interest Form is attached as well as copies of completed Interest Forms by parents of 101 children. We continue to receive additional Interest Forms daily from parents in person, by mail, and online. Many parents are waiting to find out if TACS is approved by SUNY CSI before they complete an Interest Form. Parents who complete an Interest Form before SUNY CSI authorization fear they may face negative backlash from current district superintendents, principals, staff members, and other parents. Because the TACS team has submitted 2 previously denied charter school applications, some parents are very skeptical about a third attempt. We expect that our marketing and recruitment campaign, listed in R-22 Action Plan, targeting families at all community events throughout the next year will enable TACS to meet its proposed enrollment.

A free public hands-on-learning rural charter school opening K-2.

Truxton Academy Charter School

Looking for choices in your child's education?

Looking for innovation and relevance?

An opportunity to interact?

A small school environment that is family centered?

UTURES ARE

Why would I choose a charter school for my child?

"The reasons that parents choose charter schools for their children are just as unique as the students themselves. They choose charter schools because of the strong, dedicated teachers, because the school's focus matches their child's needs, or simply because their child was struggling in their assigned public school and needed to try something new. Charter schools provide families with options in public education, allowing parents to take a more active role in their child's education".

www.publiccharterschools.org

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**Local
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We will be holding an Open House this Fall 2018 with a presentation and time for questions regarding: Project Based Learning (PBL), our Rural Life Lab, anticipated class sizes, our extended day, and all other aspects of Truxton Academy Charter School.

Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name _____ Date of Birth _____ M or F

Child's Full Name _____ Date of Birth _____ M or F

Child's Full Name _____ Date of Birth _____ M or F

Parents' Full Names _____

Primary Phone _____ Email Address _____

Primary Address _____

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

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If you have neighbors who have children and may be interested in Truxton Academy Charter School, please share this information with them.



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Please add my child/children to your list of potential students!

Child's Full Name Xavier [REDACTED] Date of Birth 11/27/29 M or F
Child's Full Name _____ Date of Birth _____ M or F
Child's Full Name _____ Date of Birth _____ M or F
Parents' Full Names Elizabeth [REDACTED]
Primary Phone [REDACTED] Email Address [REDACTED]
Primary Address [REDACTED] TRUXTON 13159

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

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Please add my child/children to your list of potential students!

Child's Full Name Wesley [REDACTED] Date of Birth 7/13/16 M or F
Child's Full Name _____ Date of Birth _____ M or F
Child's Full Name _____ Date of Birth _____ M or F
Parents' Full Names Martin & Macey [REDACTED]
Primary Phone [REDACTED] Email Address _____
Primary Address [REDACTED] 13084

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall!

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Truxton Academy Charter School 2019 Student Interest Form



June 15, 2018

You have received a form message over your website

<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

[REDACTED]

Date of Birth:

07/26/14

Parents' Full Name:

Stefanie [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] ny 13020

Primary Phone:

[REDACTED]

Child's Full Name and DOB:

Child's Full Name and DOB:

Child's Full Name and DOB:

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Stefanie [REDACTED]



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Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name [Redacted] Date of Birth 11.9.17 M or F
Child's Full Name [Redacted] Date of Birth _____ M or F
Child's Full Name _____ Date of Birth _____ M or F
Parents' Full Names Erika & John [Redacted] M or F
Primary Phone [Redacted]
Primary Address [Redacted]

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

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Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name [REDACTED] Date of Birth 10/5/14 M or F

Child's Full Name _____ Date of Birth _____ M or F

Child's Full Name _____ Date of Birth _____ M or F

Parents' Full Names JEFF & Lindsay [REDACTED] M or F

Primary Phone [REDACTED] Email Address [REDACTED]

Primary Address [REDACTED] NY 13158

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

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If you have neighbors who have children and may be interested in Truxton Academy Charter School, please share this information with them.

... sizes, our extended day, and all other aspects of
... learning (PBL), our Rural Life
Truxton Academy Charter School.
Please let us know if you would like to attend and we will happily
send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name [REDACTED] Date of Birth 1/27/14 M or F

Child's Full Name [REDACTED] Date of Birth _____ M or F

Child's Full Name _____ Date of Birth _____ M or F

Parents' Full Names Melodee [REDACTED] Date of Birth _____ M or F

Primary Phone [REDACTED]

Primary Address [REDACTED] Email Address [REDACTED]

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall

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... who have children and may be interested in Truxton



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Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name [Redacted] Date of Birth [Redacted] M or F
Child's Full Name [Redacted] Date of Birth [Redacted] M or F
Child's Full Name [Redacted] Date of Birth [Redacted] M or F
Parents' Full Names Brian [Redacted] Date of Birth [Redacted] M or F
Primary Phone [Redacted] Email Address [Redacted]
Primary Address [Redacted]

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

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Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name [Redacted] Date of Birth [Redacted] (M) or F

Child's Full Name [Redacted] Date of Birth [Redacted] (M) or F

Child's Full Name [Redacted] Date of Birth [Redacted] (M) or F

Parents' Full Names Brandon + Rebecca [Redacted] (M) or F

Primary Phone [Redacted]

Primary Address [Redacted]

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

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Truxton Academy Charter School 2019 Student Interest Form



June 7, 2018

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<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

[REDACTED]

Date of Birth:

[REDACTED]

Parents' Full Name:

Jennifer [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] ny 13158

Primary Phone:

[REDACTED]

Child's Full Name and DOB:

Child's Full Name and DOB:

Child's Full Name and DOB:

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Jennifer [REDACTED]



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Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name _____ Date of Birth _____

Child's Full Name _____ Date of Birth _____

Child's Full Name _____ Date of Birth _____

Parents' Full Names Natt + Rebey _____ Date of Birth _____

Primary Phone _____

Primary Address _____ Cortland NY 13045

- Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

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2018 - 2019

Truxton Academy Charter School
Prospective Enrollment Application Grades K-4



Student: [Redacted] [Redacted]
Last Name First Name
Date of Birth: [Redacted] Current School: Cortland, Parker Elementary
Current Grade: [Redacted] School District of Residence: Cortland

Home Address: [Redacted] NY 13045
Mother/Guardian: [Redacted] Sheila
First Name

Home Address (if different): [Redacted]
Primary Phone: [Redacted] Secondary Phone: [Redacted]
Email: [Redacted]

Father/Guardian: [Redacted] Terrance
First Name
Home Address (if different): [Redacted]

Primary Phone: [Redacted] Secondary Phone: [Redacted]
Email: [Redacted]

Does the applicant student have any siblings that would also enroll at Truxton Academy Charter School now or in the future? Yes No

Siblings:

Last Name	First Name	Date of Birth	Grade (if applicable)
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]

Last Name First Name Date of Birth Grade (if applicable)

Any child eligible for admission to a traditional public school is eligible for admission to a charter school, subject to the charter school's admission criteria. Charter schools cannot be limited on the basis of disability, race, creed, gender, national origin, religion, ancestry, or ethnicity. Multiple measures of achievement or aptitude, or athletic ability, if the number of applicants exceeds the number of available seats, a random selection process, such as a lottery, must be used. In cases where multiple children of the same parent(s) of K-4 students, subsequent students already enrolled in the charter school, and students living in the charter school district of location.

Parent Signature: Sheila [Redacted] Date: 10/7/17



6337 Academy Street
PO Box 102
Truxton, NY 13158
607-745-5482
truxtonacademy@gmail.com

PRSR STD
ECRWSS
U.S. POSTAGE
PAID
EDDM RETAIL

***** ECRWSS ****

Local
Postal Customer

We will be holding an Open House this Fall 2018 with a presentation and time for questions regarding: Project Based Learning (PBL), our Rural Life Lab, anticipated class sizes, our extended day, and all other aspects of Truxton Academy Charter School.

Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name [REDACTED] Date of Birth [REDACTED] M or F

Child's Full Name _____ Date of Birth _____ M or F

Child's Full Name _____ Date of Birth _____ M or F

Parents' Full Names Christine Marie [REDACTED] & Devon Alexander [REDACTED] M or F

Primary Phone [REDACTED] Email Address [REDACTED]

Primary Address [REDACTED] Cortland Ny 13045

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

OFFICIAL USE ONLY

Acknowledgement Email Sent Form Scanned Open House Invite Sent Registration Packet Sent

You can complete and mail the attached interest form to PO Box 102, Truxton, NY 13158 or complete online at truxtonacademycharterschool.org. This form DOES NOT officially enroll your child at Truxton Academy Charter School. We will mail out official registration information in Spring 2019. We are looking to obtain an accurate count of families interested in attending. By completing this form, you will validate the need for a local innovative elementary charter school.

If you have neighbors who have children and may be interested in Truxton Academy Charter School, please share this information with them.

Truxton Academy Charter School 2019 Student Interest Form



June 15, 2018

You have received a form message over your website

<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

[REDACTED]

Date of Birth:

12/29/12

Parents' Full Name:

Brandon and Casee [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED]

Primary Phone:

[REDACTED]

Child's Full Name and DOB:

[REDACTED]

Child's Full Name and DOB:

Child's Full Name and DOB:

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Casee [REDACTED]



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PO Box 102
Truxton, NY 13158
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truxtonacademy@gmail.com

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***** ECRWSS ****

Local
Postal Customer

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Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name [Redacted] Date of Birth [Redacted] M or F

Child's Full Name [Redacted] Date of Birth [Redacted] M or F

Child's Full Name [Redacted] Date of Birth [Redacted] M or F

Parents' Full Names Charlyssa & William [Redacted] M or F

Primary Phone [Redacted] Email Address [Redacted]

Primary Address Cortland NY 13045

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

OFFICIAL USE ONLY

Acknowledgement Email Sent Form Scanned Open House Invite Sent Registration Packet Sent

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Local
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Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name [REDACTED] Date of Birth [REDACTED] M or F

Child's Full Name _____ Date of Birth _____ M or F

Child's Full Name _____ Date of Birth _____ M or F

Parents' Full Names *[Signature]* [REDACTED] Date of Birth _____ M or F

Primary Phone [REDACTED] Email Address [REDACTED]

Primary Address [REDACTED] *Catletts NY 13045*

- Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

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If you have neighbors who have children and may be interested in Truxton Academy Charter School, please share this information with them.

Truxton Academy Charter School
2019 Student Interest Form



May 14, 2018

You have received a form message over your website

<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

[REDACTED]

Date of Birth:

[REDACTED]

Parents' Full Name:

Adam [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] Truxton, NY 13158

Primary Phone:

[REDACTED]

Child's Full Name:

[REDACTED]

Child's Full Name:

Child's Full Name

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Adam [REDACTED]



6337 Academy Street
PO Box 102
Truxton, NY 13158
607-745-5482
truxtonacademy@gmail.com

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***** ECRWSS ****

Local
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Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name [REDACTED] Date of Birth [REDACTED] M or F
Child's Full Name _____ Date of Birth _____ M or F
Child's Full Name _____ Date of Birth _____ M or F
Parents' Full Names Joe and Tracy [REDACTED]
Primary Phone — Email Address [REDACTED]
Primary Address [REDACTED] Delphi Falls, NY 13051

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

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Acknowledgement Email Sent Form Scanned Open House Invite Sent Registration Packet Sent

You can complete and mail the attached interest form to PO Box 102, Truxton, NY 13158 or complete online at truxtonacademycharterschool.org. This form DOES NOT officially enroll your child at Truxton Academy Charter School. We will mail out official registration information in Spring 2019. We are looking to obtain an accurate count of families interested in attending. By completing this form, you will validate the need for a local innovative elementary charter school.

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***** ECRWSS ****

Local
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Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name _____ Date of Birth _____ M or F
Child's Full Name _____ Date of Birth _____ M or F
Child's Full Name _____ Date of Birth _____ M or F
Parents' Full Names Chris Lyndsee _____
Primary Phone _____ Email Address _____
Primary Address _____ Cincinnati NY 13040

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

OFFICIAL USE ONLY
Acknowledgement Email Sent Form Scanned Open House Invite Sent Registration Packet Sent

You can complete and mail the attached interest form to PO Box 102, Truxton, NY 13158 or complete online at truxtonacademycharterschool.org. This form DOES NOT officially enroll your child at Truxton Academy Charter School. We will mail out official registration information in Spring 2019. We are looking to obtain an accurate count of families interested in attending. By completing this form, you will validate the need for a local innovative elementary charter school.

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Truxton Academy Charter School
2019 Student Interest Form



May 22, 2018

You have received a form message over your website

<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

[REDACTED]

Date of Birth:

[REDACTED]

Parents' Full Name:

Lyndsee [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] Cincinnatus, NY 13040

Primary Phone:

[REDACTED]

Child's Full Name and DOB:

Child's Full Name and DOB:

Child's Full Name and DOB:

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Lyndsee [REDACTED]



6337 Academy Street
PO Box 102
Truxton, NY 13158
607-745-5482
truxtonacademy@gmail.com

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***** ECRWSS *****

Local
Postal Customer

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Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name [redacted] Date of Birth [redacted] M or F
Child's Full Name [redacted] Date of Birth _____ M or F
Child's Full Name _____ Date of Birth _____ M or F
Parents' Full Names Chelsea Rae [redacted]
Primary Phone [redacted] Email Address [redacted]
Primary Address Corland NY 13045

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

OFFICIAL USE ONLY
Acknowledgement Email Sent Form Scanned Open House Invite Sent Registration Packet Sent

You can complete and mail the attached interest form to PO Box 102, Truxton, NY 13158 or complete online at truxtonacademycharterschool.org. This form DOES NOT officially enroll your child at Truxton Academy Charter School. We will mail out official registration information in Spring 2019. We are looking to obtain an accurate count of families interested in attending. By completing this form, you will validate the need for a local innovative elementary charter school.

If you have neighbors who have children and may be interested in Truxton Academy Charter School, please share this information with them.

Please add my child/children to your list of potential students!

Child's Full Name _____ Date of Birth _____ M or F

Child's Full Name _____ Date of Birth _____ M or F

Child's Full Name _____ Date of Birth _____ M or F

Parents' Full Names Jessica _____ Justin _____

Primary Phone _____ Email Address _____

Primary Address _____ Cortland Ny 13045

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall!

OFFICIAL USE ONLY			
Acknowledgement Email Sent <input type="checkbox"/>	Form Scanned <input type="checkbox"/>	<input checked="" type="checkbox"/> Open House Invite Sent	<input type="checkbox"/> Registration Packet Sent

✂ -----

If you would like more information about Truxton Academy Charter, please visit our website at:

www.truxtonacademycharterschool.org.

You can complete the online interest form or the attached form and mail it to PO Box 102, Truxton, NY 13158 to be added to our mailing list.



This form does NOT officially enroll your child at Truxton Academy Charter School. We will mail out official registration information in Spring 2019. We are looking to obtain an accurate count of families interested in attending. By completing this form, you will validate the need for a local innovative charter school.

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If you have neighbors who have children and may be interested in Truxton Academy Charter School, please share this information with them. Please call or email us with any questions. 607-745-5482/truxtonacademy@gmail.com

2018 - 2019

Truxton Academy Charter School
Prospective Enrollment Application Grades K-4



Student: [Redacted]

Date of Birth: [Redacted] Current School: Newark Valley Central Schools

Not Applicable

Current Grade: 2 School District of Residence: NV

Home Address: [Redacted] Valley NY 13811

Mother/Guardian: [Redacted] Samantha
First Name

Home Address (if different):

Primary Phone: [Redacted] Secondary Phone: [Redacted]

Email: [Redacted]

Father/Guardian: [Redacted] Henry
Last Name First Name

Home Address (if different):

Primary Phone: Secondary Phone:

Email: [Redacted]

Does the applicant student have any sibling(s) that would also enroll at Truxton Academy Charter School now or in the future? Yes No

Siblings:			
Last Name	First Name	Date of Birth	Grade (if applicable)
[Redacted]	[Redacted]	[Redacted]	
[Redacted]	[Redacted]	[Redacted]	

Any child eligible for admission to a traditional public school is eligible for admission to a charter school. Admission to a charter school cannot be based on the basis of disability, race, gender, national origin, religion, ethnicity, intellectual ability, measures of achievement or aptitude, or athletic ability. If the number of available seats in a particular classroom or grade, such as a nursery, must be used, however, in order to comply with preferences to admit students, students who are already enrolled in the charter school and students who are in the charter school's district of residence.

Parent Signature Samantha [Redacted] Date 4/29/16

Please add my child/children to your list of potential students!

Child's Full Name Charlie [redacted] Date of Birth [redacted] M or F

Child's Full Name _____ Date of Birth _____ M or F

Child's Full Name _____ Date of Birth _____ M or F

Parents' Full Names Michelle [redacted] Caleb [redacted]

Primary Phone [redacted] Email Address [redacted]

Primary Address [redacted] Cortland, NY 13048

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

OFFICIAL USE ONLY
Acknowledgement Email Sent Form Scanned Open House Invite Sent Registration Packet Sent

If you would like more information about Truxton Academy Charter, please visit our website at:

www.truxtonacademycharterschool.org

You can complete the online interest form or the attached form and mail it to PO Box 102, Truxton, NY 13158 to be added to our mailing list.



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If you have neighbors who have children and may be interested in Truxton Academy Charter School, please share this information with them. Please call or email us with any questions. 607-745-5482/truxtonacademy@gmail.com



6337 Academy Street
PO Box 102
Truxton, NY 13158
607-745-5482
truxtonacademy@gmail.com

PRSR STD
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***** ECRWSS ****

Local
Postal Customer

We will be holding an Open House this Fall 2018 with a presentation and time for questions regarding: Project Based Learning (PBL), our Rural Life Lab, anticipated class sizes, our extended day, and all other aspects of Truxton Academy Charter School.

Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name	[Redacted]	Date of Birth	[Redacted]	<input checked="" type="radio"/> M or F
Child's Full Name	[Redacted]	Date of Birth	[Redacted]	<input checked="" type="radio"/> M or F
Child's Full Name	[Redacted]	Date of Birth	[Redacted]	M or <input checked="" type="radio"/> F
Parents' Full Names	Ryan + Terasha [Redacted]			
Primary Phone	[Redacted]	Email Address		
Primary Address	[Redacted]	Liverpool NY 13090		

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

OFFICIAL USE ONLY			
Acknowledgement Email Sent <input type="checkbox"/>	Form Scanned <input checked="" type="checkbox"/>	Open House Invite Sent <input checked="" type="checkbox"/>	Registration Packet Sent <input type="checkbox"/>

You can complete and mail the attached interest form to PO Box 102, Truxton, NY 13158 or complete online at truxtonacademycharterschool.org. This form DOES NOT officially enroll your child at Truxton Academy Charter School. We will mail out official registration information in Spring 2019. We are looking to obtain an accurate count of families interested in attending. By completing this form, you will validate the need for a local innovative elementary charter school.

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Truxton Academy Charter School
2019 Student Interest Form



May 21, 2018

You have received a form message over your website

<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

[REDACTED]

Date of Birth:

[REDACTED]

Parents' Full Name:

Sarah [REDACTED] & Eldon [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] Cortland NY 13045

Primary Phone:

[REDACTED]

Child's Full Name and DOB:

[REDACTED]

Child's Full Name and DOB:

Child's Full Name and DOB:

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Sarah S [REDACTED]



6337 Academy Street
PO Box 102
Truxton, NY 13158
607-745-5482
truxtonacademy@gmail.com

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EDDM RETAIL

***** ECRWSS ****

Local
Postal Customer

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Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name [redacted] Date of Birth [redacted] M or F
Child's Full Name _____ Date of Birth _____ M or F
Child's Full Name _____ Date of Birth _____ M or F
Parents' Full Names Heidi [redacted] Date of Birth _____ M or F
Primary Phone _____ Email Address [redacted]
Primary Address [redacted] Cortland 13045

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

OFFICIAL USE ONLY
Acknowledgement Email Sent Form Scanned Open House Invite Sent Registration Packet Sent

You can complete and mail the attached interest form to PO Box 102, Truxton, NY 13158 or complete online at truxtonacademycharterschool.org. This form DOES NOT officially enroll your child at Truxton Academy Charter School. We will mail out official registration information in Spring 2019. We are looking to obtain an accurate count of families interested in attending. By completing this form, you will validate the need for a local innovative elementary charter school.

If you have neighbors who have children and may be interested in Truxton Academy Charter School, please share this information with them.

Truxton Academy Charter School
2019 Student Interest Form



May 28, 2018

You have received a form message over your website

<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

[REDACTED]

Date of Birth:

[REDACTED]

Parents' Full Name:

Melissa [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] Portland, NY 13045

Primary Phone:

[REDACTED]

Child's Full Name and DOB:

Child's Full Name and DOB:

Child's Full Name and DOB:

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Melissa [REDACTED]



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PO Box 102
Truxton, NY 13158
607-745-5482
truxtonacademy@gmail.com

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***** ECRWSS ****

Local
Postal Customer

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Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name	[Redacted]	Date of Birth	[Redacted]	<input checked="" type="radio"/> M or <input type="radio"/> F
Child's Full Name	[Redacted]	Date of Birth	[Redacted]	<input type="radio"/> M or <input type="radio"/> F
Child's Full Name	[Redacted]	Date of Birth	[Redacted]	<input type="radio"/> M or <input type="radio"/> F
Parents' Full Names	Pamela [Redacted]		[Redacted]	[Redacted]
Primary Phone	[Redacted]	Email Address	[Redacted]	
Primary Address	Truxton NY 13158			

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

OFFICIAL USE ONLY			
Acknowledgement Email Sent	<input checked="" type="checkbox"/> Form Scanned	<input type="checkbox"/> Open House Invite Sent	<input type="checkbox"/> Registration Packet Sent

You can complete and mail the attached interest form to PO Box 102, Truxton, NY 13158 or complete online at truxtonacademycharterschool.org. This form DOES NOT officially enroll your child at Truxton Academy Charter School. We will mail out official registration information in Spring 2019. We are looking to obtain an accurate count of families interested in attending. By completing this form, you will validate the need for a local innovative elementary charter school.

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truxtonacademy@gmail.com

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EDDM RETAIL

***** ECRWSS ****

Local
Postal Customer

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Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name Riley [REDACTED] Date of Birth [REDACTED] M or F
Child's Full Name _____ Date of Birth _____ M or F
Child's Full Name _____ Date of Birth _____ M or F
Parents' Full Names Megan [REDACTED] _____
Primary Phone [REDACTED] Email Address _____
Primary Address [REDACTED] Truxton NY 13158

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

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If you have neighbors who have children and may be interested in Truxton Academy Charter School, please share this information with them.

Truxton Academy Charter School 2019 Student Interest Form



June 5, 2018

You have received a form message over your website

<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

[REDACTED]

Date of Birth:

[REDACTED]

Parents' Full Name:

Katelyn [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED]

13040

Primary Phone:

[REDACTED]

Child's Full Name and DOB:

Child's Full Name and DOB:

Child's Full Name and DOB:

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Katelyn [REDACTED]



6337 Academy Street
PO Box 102
Truxton, NY 13158
607-745-5482
truxtonacademy@gmail.com

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***** ECRWSS ****

Local
Postal Customer

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Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name [REDACTED] Date of Birth [REDACTED] M or F

Child's Full Name _____ Date of Birth _____ M or F

Child's Full Name _____ Date of Birth _____ M or F

Parents' Full Names Heather M. [REDACTED] Richard C. [REDACTED]

Primary Phone [REDACTED] Email Address [REDACTED]

Primary Address [REDACTED] Cortland NY 13045

Mailing
 Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall!

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Acknowledgement Email Sent Form Scanned Open House Invite Sent Registration Packet Sent

You can complete and mail the attached interest form to PO Box 102, Truxton, NY 13158 or complete online at truxtonacademycharterschool.org. This form DOES NOT officially enroll your child at Truxton Academy Charter School. We will mail out official registration information in Spring 2019. We are looking to obtain an accurate count of families interested in attending. By completing this form, you will validate the need for a local innovative elementary charter school.

If you have neighbors who have children and may be interested in Truxton Academy Charter School, please share this information with them.



6337 Academy Street
PO Box 102
Truxton, NY 13158
607-745-5482
truxtonacademy@gmail.com

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U.S. POSTAGE
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EDDM RETAIL

***** ECRWSS ****

Local
Postal Customer

05/25



We will be holding an Open House this Fall 2018 with a presentation and time for questions regarding: Project Lab, anticipated class sizes, our e Truxton Academy Charter School!

Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name _____ Date of Birth _____ M or F

Child's Full Name _____ Date of Birth _____ M or F

Child's Full Name _____ Date of Birth _____ M or F

Parents' Full Names AARON _____ MICHELLE _____ M or F

Primary Phone _____ Email Address _____

Primary Address _____ 13158

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

OFFICIAL USE ONLY

Acknowledgement Email Sent Form Scanned Open House Invite Sent Registration Packet Sent

You can complete and mail the attached interest form to PO Box 102, Truxton, NY 13158 or complete online at truxtonacademycharterschool.org. This form DOES NOT officially enroll your child at Truxton Academy Charter School. We will mail out official registration information in Spring 2019. We are looking to obtain an accurate count of families interested in attending. By completing this form, you will validate the need for a local innovative elementary charter school.

If you have neighbors who have children and may be interested in Truxton Academy Charter School, please share this information with them.

2018 - 2019

Truxton Academy Charter School
Prospective Enrollment Application Grades K-4



Student: [Redacted] [Redacted]
Last Name First Name

Date of Birth: [Redacted] Current School: Mcgraw

Current Grade: [Redacted] School District of Residence: Mcgraw

Home Address: [Redacted] Cincinnati

Mother/Guardian: [Redacted] Ciara
Last Name First Name

Home Address (if different): _____

Primary Phone: [Redacted] Secondary Phone: [Redacted]

Email: [Redacted]

Father/Guardian: [Redacted] Daniel
Last Name First Name

Home Address (if different): _____

Primary Phone: [Redacted] Secondary Phone: _____

Email: _____

Does the applicant student have any sibling(s) that would also enroll at Truxton Academy Charter School now or in the future? Yes No

Siblings:

Last Name	First Name	Date of Birth	Grade (if applicable)
[Redacted]	[Redacted]	[Redacted]	X

Any child eligible for admission to a traditional public school is eligible for admission to a charter public school. Admission to a charter school cannot be limited on the basis of disability, race, creed, gender, national origin, religion, ancestry, intellectual ability, measures of achievement or aptitude, or athletic ability. If the number of applicants exceeds the number of available seats, a random selection process, such as a lottery, must be used. However, charter schools do give preferences to "at risk" students, siblings of students already enrolled in the charter school, and students living in the charter school's district of location.

Parent Signature: [Redacted] Date 10-8-17

Truxton Academy Charter School
2019 Student Interest Form



May 11, 2018

You have received a form message over your website
<https://www.truxtonacademycharterschool.org/contact-us/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Student Name:

[REDACTED]

Date of Birth:

[REDACTED]

Current School & Grade:

Barry Elementary 3rd

E-mail address:

[REDACTED]

Primary Address:

[REDACTED]

13045

Parent/Guardian:

Brittany [REDACTED]

Relationship to Student:

Mother

Home Address (if different):

[REDACTED] Cortland

Primary Phone:

[REDACTED]

Name and age of sibling(s) that would also attend:

[REDACTED]

Signature:

Brittany [REDACTED]

2018 - 2019

Truxton Academy Charter School
Prospective Enrollment Application Grades K-4



Student: [Redacted] [Redacted]
Last Name First Name

Date of Birth: [Redacted] Current School: _____

Current Grade: [Redacted] School District of Residence: Homer

Home Address: [Redacted] Orlando NY 13045

Mother/Guardian: [Redacted] Blanca
First Name

Home Address (if different): _____

Primary Phone: [Redacted] Secondary Phone: _____

Email: [Redacted]

Father/Guardian: [Redacted] Chris
Last Name First Name

Home Address (if different): _____

Primary Phone: [Redacted] Secondary Phone: _____

Email: [Redacted]

Does the applicant student have any sibling(s) that would also enroll at Truxton Academy Charter School now or in the future? Yes No

Siblings:			
Last Name	First Name	Date of Birth	Grade (if applicable)
[Redacted]	[Redacted]	[Redacted]	
[Redacted]	[Redacted]	[Redacted]	
[Redacted]	[Redacted]	[Redacted]	

Any child eligible for admission to a traditional public school is eligible for admission to a charter public school. Admission to a charter school cannot be limited on the basis of disability, race, creed, gender, national origin, religion, ancestry, intellectual ability, measures of achievement or aptitude, or athletic ability. If the number of applicants exceeds the number of available seats, a random selection process, such as a lottery, must be used. However, charter schools do give preferences to "at risk" students, siblings of students already enrolled in the charter school, and students living in the charter school's district of location.

Parent Signature Maria [Redacted] Date 1/29/17

2018 - 2019

Truxton Academy Charter School
Prospective Enrollment Application Grades K-4



Student: [Redacted] Last Name [Redacted] First Name [Redacted]

Date of Birth: [Redacted] Current School: Bussed Sacramento

Current Grade: [Redacted] School District of Residence: Janesville Dewitt #4

Home Address: [Redacted] Janesville 13078

Mother/Guardian: [Redacted] Elena First Name

Home Address (if different):

Primary Phone: [Redacted] Secondary Phone:

Email: [Redacted]

Father/Guardian: [Redacted] Last Name [Redacted] First Name [Redacted]

Home Address (if different):

Primary Phone: Secondary Phone:

Email:

Does the applicant student have any sibling(s) that would also enroll at Truxton Academy Charter School now or in the future? Yes No

Siblings: [Redacted] Last Name [Redacted] First Name [Redacted] Date of Birth [Redacted] Grade (if applicable) [Redacted]

[Redacted] Last Name [Redacted] First Name [Redacted] Date of Birth [Redacted] Grade (if applicable) [Redacted]

[Redacted] Last Name [Redacted] First Name [Redacted] Date of Birth [Redacted] Grade (if applicable) [Redacted]

All children eligible for admission to a traditional public school are eligible for admission to a charter school, unless admission to a charter school cannot be justified on the basis of disability, race, color, gender, religion, ethnic origin, national ancestry, intellectual ability, measures of achievement or aptitude, or athletic ability. If the number of applicants exceeds the number of available seats, a random selection process, such as a lottery, must be used. However, charter schools may give preference to "at risk" students, students already enrolled in the district or other school, and students living in the charter school's district of location.

Parent Signature: [Signature] Date: 4/29/17

2018 - 2019

Truxton Academy Charter School
Prospective Enrollment Application Grades K-4



Student: [Redacted] [Redacted]
Last Name First Name

Date of Birth: [Redacted] Current School: Homer

Current Grade: [Redacted] School District of Residence: Homer

Home Address: [Redacted] Homer

Mother/Guardian: [Redacted] Steph
Last Name First Name

Home Address (if different): Same

Primary Phone: [Redacted] Secondary Phone: [Redacted]

Email: [Redacted]

Father/Guardian: [Redacted] Anthony
Last Name First Name

Home Address (if different):

Primary Phone: Secondary Phone:

Email:

Does the applicant student have any sibling(s) that would also enroll at Truxton Academy Charter School now or in the future? Yes No

Siblings: [Redacted] [Redacted] [Redacted] [Redacted]
Last Name First Name Date of Birth Grade (if applicable)

[Redacted] [Redacted] [Redacted] [Redacted]
Last Name First Name Date of Birth Grade (if applicable)

[Redacted] [Redacted] [Redacted] [Redacted]
Last Name First Name Date of Birth Grade (if applicable)

It is a goal of state and federal law to ensure that all children have the opportunity to attend a charter school. However, a charter school cannot be created on the basis of disability, race, creed, gender, national origin, language, or ancestry. Intellectual ability, measures of achievement or aptitude, or athletic ability is the number of applicants exceeding the number of available seats. A random selection process, such as a lottery, must be used. However, if a lottery is used, a preference shall be given to students who are currently enrolled in the charter school and students who are currently enrolled in the charter school district of location.

Parent Signature: [Signature] [Redacted] Date: 4/29/17

Truxton Academy Charter School 2019 Student Interest Form



June 15, 2018

You have received a form message over your website

<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

[REDACTED]

Date of Birth:

8/12/10

Parents' Full Name:

Ashley [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] Tully 13159

Primary Phone:

[REDACTED]

Child's Full Name and DOB:

[REDACTED]

Child's Full Name and DOB:

Child's Full Name and DOB:

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Ashley [REDACTED]



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truxtonacademy@gmail.com

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Local
Postal Customer

We will be holding an Open House this Fall 2018 with a presentation and time for questions regarding: Project Based Learning (PBL), our Rural Life Lab, anticipated class sizes, our extended day, and all other aspects of Truxton Academy Charter School.

Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name [Redacted] Date of Birth [Redacted] M or F

Child's Full Name [Redacted] Date of Birth [Redacted] M or F

Child's Full Name [Redacted] Date of Birth [Redacted] M or F

Parents' Full Names Adrienne [Redacted] / Alec [Redacted] M or F

Primary Phone [Redacted] Email Address [Redacted]

Primary Address [Redacted] Truxton, NY 13158

- Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

OFFICIAL USE ONLY

Acknowledgement Email Sent Form Scanned Open House Invite Sent Registration Packet Sent

You can complete and mail the attached interest form to PO Box 102, Truxton, NY 13158 or complete online at truxtonacademycharterschool.org. This form DOES NOT officially enroll your child at Truxton Academy Charter School. We will mail out official registration information in Spring 2019. We are looking to obtain an accurate count of families interested in attending. By completing this form, you will validate the need for a local innovative elementary charter school.

If you have neighbors who have children and may be interested in Truxton Academy Charter School, please share this information with them.

Truxton Academy Charter School 2019 Student Interest Form



May 12, 2018

You have received a form message over your website

<https://www.truxtonacademycharterschool.org/contact-us/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Student Name:

[REDACTED]

Date of Birth:

[REDACTED]

Current School & Grade:

Homer school district

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] Cortland NY

Parent/Guardian:

Krysta [REDACTED]

Relationship to Student:

Mother

Home Address (if different):

Same

Primary Phone:

[REDACTED]

Name and age of sibling(s) that would also attend:

Signature:

Krysta [REDACTED]

Truxton Academy Charter School
2019 Student Interest Form



May 14, 2018

You have received a form message over your website

<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

[REDACTED]

Date of Birth:

[REDACTED]

Parents' Full Name:

Raina [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] Truxton NY 13158

Primary Phone:

[REDACTED]

Child's Full Name and DOB:

Child's Full Name and DOB:

Child's Full Name and DOB:

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Raina [REDACTED]

Please add my child/children to your list of potential students!

Child's Full Name [REDACTED] Date of Birth [REDACTED] M or F
Child's Full Name _____ Date of Birth _____ M or F
Child's Full Name _____ Date of Birth _____ M or F
Parents' Full Names Carly [REDACTED] Brian [REDACTED] M or F
Primary Phone [REDACTED] Email Address [REDACTED]
Primary Address [REDACTED] Truxton, NY 13158

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall!

OFFICIAL USE ONLY			
Acknowledgement Email Sent <input type="checkbox"/>	Form Scanned <input checked="" type="checkbox"/>	Open House Invite Sent <input checked="" type="checkbox"/>	Registration Packet Sent <input type="checkbox"/>

If you would like more information about Truxton Academy Charter, please visit our website at:

www.truxtonacademycharterschool.org

You can complete the online interest form or the attached form and mail it to PO Box 102, Truxton, NY 13158 to be added to our mailing list.



This form does NOT officially enroll your child at Truxton Academy Charter School. We will mail out official registration information in Spring 2019. We are looking to obtain an accurate count of families interested in attending. By completing this form, you will validate the need for a local innovative charter school.

We will be holding an Open House this Fall 2018 which will offer a presentation and time for questions regarding: Project Based Learning (PBL), our Rural Life Lab, anticipated class sizes, extended day, and all aspects of Truxton Academy Charter School. Indicate on the form above if you would like to attend and you will receive a formal invitation and information regarding the event.

If you have neighbors who have children and may be interested in Truxton Academy Charter School, please share this information with them. Please call or email us with any questions. 607-745-5482/truxtonacademy@gmail.com

Truxton Academy Charter School 2019 Student Interest Form



May 11, 2018

You have received a form message over your website
<https://www.truxtonacademycharterschool.org/contact-us/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Student Name:

[REDACTED]

Date of Birth:

[REDACTED]

Current School & Grade:

Preschool

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] uly Ny 13159

Parent/Guardian:

Jamie [REDACTED]

Relationship to Student:

Mother

Home Address (if different):

(Same)

Primary Phone:

[REDACTED]

Name and age of sibling(s) that would also attend:

[REDACTED] if you end up adding older grades perhaps!)

Signature:

Jamie L [REDACTED]

Truxton Academy Charter School
2019 Student Interest Form



May 11, 2018

You have received a form message over your website

<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

Timothy [REDACTED]

Date of Birth:

[REDACTED]

Parents' Full Name:

Melody [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] Ruyter, NY 13052

Primary Phone:

[REDACTED]

Child's Full Name:

[REDACTED] DOB:

[REDACTED]

Child's Full Name:

[REDACTED] DOB:

[REDACTED]

Child's Full Name

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Melody [REDACTED]



6337 Academy Street
PO Box 102
Truxton, NY 13158
607-745-5482
truxtonacademy@gmail.com

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Local
Postal Customer

We will be holding an Open House this Fall 2018 with a presentation and time for questions regarding: Project Based Learning (PBL), our Rural Life Lab, anticipated class sizes, our extended day, and all other aspects of Truxton Academy Charter School.

Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name	[Redacted]	Date of Birth	[Redacted]	<input type="radio"/> M or F
Child's Full Name	[Redacted]	Date of Birth	[Redacted]	<input type="radio"/> M or <input type="radio"/> F
Child's Full Name	[Redacted]	Date of Birth	[Redacted]	<input type="radio"/> M or <input type="radio"/> F
Parents' Full Names	Mike & Nicole	[Redacted]	[Redacted]	<input type="radio"/> M or <input type="radio"/> F
Primary Phone	[Redacted]	Email Address	[Redacted]	
Primary Address	[Redacted]	Marathon		

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall!

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Truxton Academy Charter School
2019 Student Interest Form



May 18, 2018

You have received a form message over your website

<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

[REDACTED]

Date of Birth:

[REDACTED]

Parents' Full Name:

Edward and Christine [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] cincinnatus ny 13040

Primary Phone:

[REDACTED]

Child's Full Name and DOB:

Child's Full Name and DOB:

Child's Full Name and DOB:

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Christine [REDACTED]

Truxton Academy Charter School
2019 Student Interest Form



April 12, 2018

You have received a form message over your website
<https://www.truxtonacademycharterschool.org/contact-us/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Student Name:

[REDACTED]

Date of Birth:

[REDACTED]

Current School & Grade:
Kindergarten

E-mail address:

[REDACTED]

Primary Address:

[REDACTED]

Parent/Guardian:

Tracey [REDACTED]

Relationship to Student:

paarent

Home Address (if different):

[REDACTED]

13158

Primary Phone:

[REDACTED]

Name of sibling(s) that would also attend:

[REDACTED]

Signature:

Tracey [REDACTED]

Truxton Academy Charter School
2019 Student Interest Form



April 12, 2018

You have received a form message over your website
<https://www.truxtonacademycharterschool.org/contact-us/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Student Name:

[REDACTED]

Date of Birth:

[REDACTED]

Current School & Grade:

Preschool

E-mail address:

[REDACTED]

Primary Address:

[REDACTED]

13158

Parent/Guardian:

Tracey [REDACTED]

Relationship to Student:

parent

Home Address (if different):

[REDACTED]

Primary Phone:

[REDACTED]

Name of sibling(s) that would also attend:

[REDACTED]

Signature:

Tracey [REDACTED]

2018 - 2019

Truxton Academy Charter School

Prospective Enrollment Application Grades K-4



Student: [Redacted] Last Name [Redacted] First Name [Redacted]

Date of Birth: [Redacted] Current School: McGraw

Current Grade: Kindergarten School District of Residence: McGraw

Home Address: [Redacted] McGraw NY 13101

Mother/Guardian: [Redacted] Last Name [Redacted] First Name Stephanie

Home Address (if different): _____

Primary Phone: [Redacted] Secondary Phone: _____

Email: [Redacted]

Father/Guardian: [Redacted] Last Name [Redacted] First Name Bret

Home Address (if different): _____

Primary Phone: _____ Secondary Phone: _____

Email: _____

Does the applicant student have any sibling(s) that would also enroll at Truxton Academy Charter School now or in the future? Yes No

Siblings:			
Last Name	First Name	Date of Birth	Grade (if applicable)
[Redacted]	[Redacted]	[Redacted]	
[Redacted]	[Redacted]	[Redacted]	
[Redacted]	[Redacted]	[Redacted]	

Any child eligible for admission to a traditional public school is eligible for admission to a charter public school. Admission to a charter school cannot be limited on the basis of disability, race, creed, gender, national origin, religion, ancestry, intellectual ability, measures of achievement or aptitude, or athletic ability. If the number of applicants exceeds the number of available seats, a random selection process, such as a lottery, must be used. However, charter schools do give preferences to "at risk" students, siblings of students already enrolled in the charter school, and students living in the charter school's district of location.

Parent Signature Stephanie [Redacted] Date 10/8/17

Truxton Academy Charter School
2019 Student Interest Form



May 27, 2018

You have received a form message over your website

<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

[REDACTED]

Date of Birth:

[REDACTED]

Parents' Full Name:

Dorothea [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] 13159

Primary Phone:

[REDACTED]

Child's Full Name and DOB:

Child's Full Name and DOB:

Child's Full Name and DOB:

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Dorothea [REDACTED]

Truxton Academy Charter School
2019 Student Interest Form



May 12, 2018

You have received a form message over your website
<https://www.truxtonacademycharterschool.org/contact-us/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Student Name:

[REDACTED]

Date of Birth:

[REDACTED]

Current School & Grade:

Daycare

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] Truxton

Parent/Guardian:

Wendy [REDACTED] Jeremy [REDACTED]

Relationship to Student:

Mother/Father

Home Address (if different):

[REDACTED]

Primary Phone:

[REDACTED]

Name and age of sibling(s) that would also attend:

Signature:

Wendy [REDACTED]



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PO Box 102
Truxton, NY 13158
607-745-5482
truxtonacademy@gmail.com

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**Local
Postal Customer**

We will be holding an Open House this Fall 2018 with a presentation and time for questions regarding: Project Based Learning (PBL), our Rural Life Lab, anticipated class sizes, our extended day, and all other aspects of Truxton Academy Charter School.

Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name [Redacted] Date of Birth [Redacted] M or F

Child's Full Name _____ Date of Birth _____ M or F

Child's Full Name _____ Date of Birth _____ M or F

Parents' Full Names Chelsea [Redacted] Casey [Redacted]

Primary Phone [Redacted] Email Address [Redacted]

Primary Address [Redacted] Truxton NY 13158

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

OFFICIAL USE ONLY

Acknowledgement Email Sent Form Scanned Open House Invite Sent Registration Packet Sent

You can complete and mail the attached interest form to PO Box 102, Truxton, NY 13158 or complete online at truxtonacademycharterschool.org. This form DOES NOT officially enroll your child at Truxton Academy Charter School. We will mail out official registration information in Spring 2019. We are looking to obtain an accurate count of families interested in attending. By completing this form, you will validate the need for a local innovative elementary charter school.

If you have neighbors who have children and may be interested in Truxton Academy Charter School, please share this information with them.

2018 - 2019

Truxton Academy Charter School

Prospective Enrollment Application Grades K-4



Student: [Redacted] Last Name [Redacted] First Name [Redacted]

Date of Birth: [Redacted] Current School: Homeschool

Current Grade: 0000-01 School District of Residence: Cortland

Home Address: [Redacted] Cortland

Mother/Guardian: [Redacted] Last Name [Redacted] First Name Margie

Home Address (if different): _____

Primary Phone: [Redacted] Secondary Phone: _____

Email: [Redacted]

Father/Guardian: [Redacted] Last Name [Redacted] First Name Drew

Home Address (if different): _____

Primary Phone: _____ Secondary Phone: _____

Email: _____

Does the applicant student have any sibling(s) that would also enroll at Truxton Academy Charter School now or in the future? Yes No

Siblings:

Last Name	First Name	Date of Birth	Grade (if applicable)
[Redacted]	[Redacted]	[Redacted]	<u>2</u>
[Redacted]	[Redacted]	[Redacted]	<u>K</u>
[Redacted]	[Redacted]	[Redacted]	

Any child eligible for admission to a traditional public school is eligible for admission to a charter public school. Admission to a charter school cannot be limited on the basis of disability, race, creed, gender, national origin, religion, ancestry, intellectual ability, measures of achievement or aptitude, or athletic ability. If the number of applicants exceeds the number of available seats, a random selection process, such as a lottery, must be used. However, charter schools do give preferences to "at risk" students, siblings of students already enrolled in the charter school, and students living in the charter school's district of location.

Parent Signature Margie [Redacted] Date 4-28-17

Truxton Academy Charter School
2019 Student Interest Form



June 7, 2018

You have received a form message over your website

<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

[REDACTED]

Date of Birth:

[REDACTED]

Parents' Full Name:

Melissa [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] ully ny 13159

Primary Phone:

[REDACTED]

Child's Full Name and DOB:

[REDACTED]

Child's Full Name and DOB:

Child's Full Name and DOB:

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Melissa [REDACTED]

Truxton Academy Charter School
2019 Student Interest Form



May 16, 2018

You have received a form message over your website

<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

[REDACTED]

Date of Birth:

[REDACTED]

Parents' Full Name:

Shannon [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] Truxton

Primary Phone:

[REDACTED]

Child's Full Name and DOB:

Child's Full Name and DOB:

Child's Full Name and DOB:

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Shannon [REDACTED]



6337 Academy Street
PO Box 102
Truxton, NY 13158
607-745-5482
truxtonacademy@gmail.com

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Local
Postal Customer

We will be holding an Open House this Fall 2018 with a presentation and time for questions regarding: Project Based Learning (PBL), our Rural Life Lab, anticipated class sizes, our extended day, and all other aspects of Truxton Academy Charter School.

Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name [Redacted] Date of Birth [Redacted] M or F
Child's Full Name [Redacted] Date of Birth [Redacted] M or F
Child's Full Name [Redacted] Date of Birth [Redacted] M or F
Parents' Full Names Rebecca [Redacted] Date of Birth [Redacted] M or F
Primary Phone [Redacted] Email Address [Redacted]
Primary Address [Redacted] Cortland NY 13045

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

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Truxton Academy Charter School
2019 Student Interest Form



May 18, 2018

You have received a form message over your website

<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

[REDACTED]

Date of Birth:

[REDACTED]

Parents' Full Name:

Casey and Joseph [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] Fayetteville NY 13066

Primary Phone:

[REDACTED]

Child's Full Name and DOB:

[REDACTED]

Child's Full Name and DOB:

Child's Full Name and DOB:

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Casey [REDACTED]

Truxton Academy Charter School 2019 Student Interest Form



May 14, 2018

You have received a form message over your website

<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

[REDACTED]

Date of Birth:

[REDACTED]

Parents' Full Name:

Lindsay [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] ruxton ny 13158

Primary Phone:

[REDACTED]

Child's Full Name and DOB:

[REDACTED]

Child's Full Name and DOB:

Child's Full Name and DOB:

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Lindsay [REDACTED]

Truxton Academy Charter School
2019 Student Interest Form



May 16, 2018

You have received a form message over your website
<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

[REDACTED]

Date of Birth:

[REDACTED]

Parents' Full Name:

Adrienne [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] thaca NY 14850

Primary Phone:

[REDACTED]

Child's Full Name and DOB:

Child's Full Name and DOB:

Child's Full Name and DOB:

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Adrienne M. [REDACTED]



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PO Box 102
Truxton, NY 13158
607-745-5482
truxtonacademy@gmail.com

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Local
Postal Customer

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Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name [Redacted] Date of Birth [Redacted] M or F

Child's Full Name [Redacted] Date of Birth [Redacted] M or F

Child's Full Name [Redacted] Date of Birth [Redacted] M or F

Parents' Full Names Cody + Abby [Redacted] Date of Birth _____ M or F

Primary Phone [Redacted] Email Address _____

Primary Address [Redacted] Dryden NY 13053

- Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

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Truxton Academy Charter School
2019 Student Interest Form



June 7, 2018

You have received a form message over your website

<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

[REDACTED]

Date of Birth:

[REDACTED]

Parents' Full Name:

Rebecca [REDACTED] & Asa [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] Tully, NY 13159

Primary Phone:

[REDACTED]

Child's Full Name and DOB:

Child's Full Name and DOB:

Child's Full Name and DOB:

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Rebecca [REDACTED]

Truxton Academy Charter School
2019 Student Interest Form



May 14, 2018

You have received a form message over your website

<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

[REDACTED]

Date of Birth:

[REDACTED]

Parents' Full Name:

Holly [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] 13158

Primary Phone:

[REDACTED]

Child's Full Name and DOB:

[REDACTED]

Child's Full Name and DOB:

[REDACTED]

Child's Full Name and DOB:

[REDACTED]

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Holly [REDACTED]

Truxton Academy Charter School 2019 Student Interest Form



June 11/2018

You have received a form message over your website

<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

[REDACTED]

Date of Birth:

[REDACTED]

Parents' Full Name:

Sabino [REDACTED] and Maria [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED] Cortland, NY 13045

Primary Phone:

[REDACTED]

Child's Full Name and DOB:

Child's Full Name and DOB:

Child's Full Name and DOB:

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Sabino [REDACTED]
Maria [REDACTED]

Truxton Academy Charter School
2019 Student Interest Form



May 25, 2018

You have received a form message over your website

<https://www.truxtonacademycharterschool.org/contact-us/2019-interest-form/>.

If you no longer want to receive any e-mail about form messages under this address, log in to your 1&1 MyBusiness Site, click the form, and change your e-mail address in the editing field that opens up.

The following data have been submitted:

Child's Full Name:

[REDACTED]

Date of Birth:

[REDACTED]

Parents' Full Name:

Jessica [REDACTED]

E-mail address:

[REDACTED]

Primary Address:

[REDACTED]

13077

Primary Phone:

[REDACTED]

Child's Full Name and DOB:

[REDACTED]

Child's Full Name and DOB:

[REDACTED]

Child's Full Name and DOB:

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall.

Signature:

Jessica [REDACTED]



6337 Academy Street
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Truxton, NY 13158
607-745-5482
truxtonacademy@gmail.com

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Local
Postal Customer

We will be holding an Open House this Fall 2018 with a presentation and time for questions regarding: Project Based Learning (PBL), our Rural Life Lab, anticipated class sizes, our extended day, and all other aspects of Truxton Academy Charter School.

Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name _____ Date of Birth _____ M or F M F

Child's Full Name _____ Date of Birth _____ M or F M F

Child's Full Name _____ Date of Birth _____ M or F M F

Parents' Full Names Bryanne and Andrew _____

Primary Phone _____ Email Address _____

Primary Address _____ Liverpool, NY 13110

Please add me to your mailing list.

Yes I would like to attend Truxton Academy's Open House this Fall!

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 607-745-5482
 truxtonacademy@gmail.com

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***** ECRWSS *****

**Local
 Postal Customer**

We will be holding an Open House this Fall 2018 with a presentation and time for questions regarding: Project Based Learning (PBL), our Rural Life Lab, anticipated class sizes, our extended day, and all other aspects of Truxton Academy Charter School.

Please let us know if you would like to attend and we will happily send a formal invitation and information regarding the event.

Please add my child/children to your list of potential students!

Child's Full Name [Redacted] Date of Birth [Redacted] M or F

Child's Full Name [Redacted] Date of Birth [Redacted] M or F

Child's Full Name [Redacted] Date of Birth [Redacted] M or F

Parents' Full Names Megan [Redacted]

Primary Phone [Redacted] Email Address _____

Primary Address [Redacted] Truxton

Please add me to your mailing list. Yes I would like to attend Truxton Academy's Open House this Fall!

OFFICIAL USE ONLY

Acknowledgement Email Sent Form Scanned Open House Invite Sent Registration Packet Sent

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If you have neighbors who have children and may be interested in Truxton Academy Charter School, please share this information with them.

R-15(E) EVIDENCE OF COMMUNITY SUPPORT

Throughout the past 3 years, TACS's Applicant Group has experienced a tremendous amount of positive community support, including the following:

- During our original outreach, over four hundred people signed a petition that read: "I support the Truxton Academy Charter School to create an additional educational opportunity for students in Truxton and surrounding communities."
- Community members contributed over \$100,000 to purchase, upgrade, and maintain the school building for the Truxton Academy Charter School (See Letter of Intent, Appendix E).
- Cornell University, Syracuse University, SUNY College of Environmental Science and Forestry, SUNY Cortland, SUNY Morrisville, and the Research, Evaluation and Development Group at Syracuse University committed pro-bono assistance to TACS. (See R-12b Partner Letters of Commitment)
- The results of the Town of Truxton survey are in favor of establishing TACS.
- The Applicant Group received over 1000 letters of support from elected officials, businesses, teachers, colleges, community organizations, parents, families, and residents.
- Many positive news releases have been written about the benefits of establishing TACS.
- Community residents and families welcome us at our ongoing community outreach events

The attached evidence of community support represents a small sample of the extensive community support we have received.

Petition to Support Truxton Academy Charter School

I support Truxton Academy Charter School to create an additional educational opportunity for students in Truxton and surrounding communities.

NAME	CONTACT INFO	SIGNATURE
JOAQUIN S. LIRA		Joquin S. Lira
STEVE PHILLIPS		Steve Phillips
Carleton Young		Carleton Young
Jim Van Wagoner		Jim Van Wagoner
Randall Young		Randall Young
William BRISTOW		William Bristow
Milly McDermitt		Milly McDermitt
John McDermitt		John McDermitt
Betty Lee		Betty Lee
Patricia Thayer		Patricia Thayer
Julie Leonard		Julie Leonard
Jessie Crowl		Jessie Crowl
Tim McCall		Tim McCall
Anjanette McCall		Anjanette McCall
Kelley Mack		Kelley Mack
Terry Dawson		Terry Dawson
Rita Dawson		Rita Dawson
Gus Wehbe		Gus Wehbe
Gwen Wehbe		Gwen Wehbe
Jeff Smith		Jeff Smith
Deanne Smith		Deanne Smith
Dale Smith		Dale Smith
Kris Smith		Kris Smith
Christina Hartnett		Christina Hartnett
Jeff Thomas		Jeff Thomas
Scott Poff		Scott Poff

Petition to Support Truxton Academy Charter School

I support Truxton Academy Charter School to create an additional educational opportunity for students in Truxton and surrounding communities.

NAME	CONTACT INFO	SIGNATURE
Levi Suttje		Levi Suttje
Tina LaClair		Tina LaClair
Cianara Clau		Cianara Clau
Lukas Benjamin		Lukas Benjamin
Mike Yontob		Mike Yontob
Tom Merchant		Tom Merchant
Marie Sullivan		Marie Sullivan
CRAIG COOK		Craig Cook
Dolores Powers		Dolores Powers
ALLEN WARREN		Allen Warren
Cindy Lyon		Cindy Lyon
Simon Conlon		Simon Conlon
Brian Balkema		Brian Balkema
Wanda Marie		Wanda Marie
Ellen Ford		Ellen Ford
Robert Ford		Robert Ford
Robert Mason		Robert Mason
Ali M N		Ali M N
John Wilton		John Wilton
Margo Hayes		Margo Hayes
Elizabeth G. Merr Elizabeth Merr		Elizabeth G. Merr
Harvey Shale		FABRUS 3063
John Dico		John Dico

Petition to Support Truxton Academy Charter School

I support Truxton Academy Charter School to create an additional educational opportunity for students in Truxton and surrounding communities.

NAME	CONTACT INFO	SIGNATURE
George Hodge		George Hodge
James Davis		James Davis
Mary Coulbaur		Mary Coulbaur
Don Vanderveer		Don Vanderveer
Mark A. B...		Mark A. B...
Karen Hecger		Karen Hecger
Margaret Warner		Margaret Warner
Laura Nassasa		Laura Nassasa
Sam Warden		Sam Warden
Jim Zambor		Jim Zambor
Jessica Hodge		Jessica Hodge
Austin Parkes		Austin Parkes
Emilee Kosturik		Emilee Kosturik
Jason Hodge		Jason Hodge
* Ed Gortom		Ed Gortom
Angie Graham		Angie Graham
Maggie Graham		Maggie Graham
Ben 79		Ben 79
Brianne K		Brianne K
Melissa H		Melissa H
Dina Volant		Dina Volant
Colleen Nichols		Colleen Nichols
Jean Fiere		Jean Fiere
Sally Seamore		Sally Seamore
Randi Grace		Randi Grace
Johnnie...		Johnnie...
...		...

Petition to Support Truxton Academy Charter School

I support Truxton Academy Charter School to create an additional educational opportunity for students in Truxton and surrounding communities.

NAME	CONTACT INFO	SIGNATURE
Melissa Byron		Melissa Byron
LISA BASSETT		LISA BASSETT
Barbara Barrows		Barbara Barrows
Daniel Bassett		Daniel Bassett
Fred Harvey		Fred Harvey
Nancy Cleveland		Nancy Cleveland
Michael		Michael
Nancy Betever		Nancy Betever
Virginia Robb		Virginia Robb
Kristine Ray		Kristine Ray
Rhonda Garrett		Rhonda Garrett
ERKA JONES		ERKA JONES
Carmine Jonaichio		Carmine Jonaichio
Kevin Allen		Kevin Allen
Chris O'Hara		Chris O'Hara
Janet O'Hara		Janet O'Hara
Linda Riccardi		Linda Riccardi
Melissa Rossi		Melissa Rossi
Carrie Butler		Carrie Butler
Pete Cordice		Pete Cordice
Gay Driscoll		Gay Driscoll
Jennifer Driscoll		Jennifer Driscoll

Petition to Support Truxton Academy Charter School

I support Truxton Academy Charter School to create an additional educational opportunity for students in Truxton and surrounding communities.

NAME	CONTACT INFO	SIGNATURE
Melissa Barney		Melissa Barney
Janie Barney		Janie Barney
Christy Hartnett		Christy Hartnett
Ted Hartnett		Ted Hartnett
Derrick Hartnett		Derrick Hartnett
Sue Wilson		Sue Wilson
Bruce Wilson		Bruce Wilson
Tom Wilson		Tom Wilson
William Wilson		William Wilson
Shandra J. Hartnett		Shandra J. Hartnett
Douglas Hartnett		Douglas Hartnett
Matthew McCall		Matthew McCall
Sheryl McCall		Sheryl McCall
Harold McCall		Harold McCall
Patricia McCall		Patricia McCall
Brenda P. McCracken		Brenda P. McCracken
Brian McCracken		Brian McCracken
Amy McCracken		Amy McCracken
James Young		James Young
Geoff Baird		Geoff Baird
Mike Baird		Mike Baird
Kathleen Young		Kathleen Young
Otis Young		Otis Young
Jack Bishop		Jack Bishop
Arlene Bishop		Arlene Bishop

Petition to Support Truxton Academy Charter School

I support Truxton Academy Charter School to create an additional educational opportunity for students in Truxton and surrounding communities.

NAME	CONTACT INFO	SIGNATURE
Harry Phelps		Harry Phelps
Robert Woodward		Robert Woodward
Renee Brubaker		Renee Brubaker
Debra Smith		Debra Smith
Sonya Smith		Sonya Smith
Linda H. Henderson		Linda H. Henderson
Ilene Fish		Ilene Fish
John Kee Sora		John Kee Sora
Denise Hartnett		Denise Hartnett
Matthew Hill		Matthew Hill
KAREN REAME		Karen Reame
Mary Lee		Mary Lee
Sandra Campbell		Sandra Campbell
Anne Lee		Anne Lee
Bruce Gardner		Bruce Gardner
Bernie Hughes		Bernie Hughes
Astrid Steel Hupke		Astrid Steel Hupke
Shana Blum		Shana Blum
Michael Hout		Michael Hout
Robert C. Danner		Robert C. Danner
Sami (Liz) ...		Sami (Liz) ...
Joe ...		Joe ...
Marie Stevens		Marie Stevens
Nate Bishop		Nate Bishop
Karen Bushaw		Karen Bushaw
Fran Bushaw		Fran Bushaw

Petition to Support Truxton Academy Charter School

I support Truxton Academy Charter School to create an additional educational opportunity for students in Truxton and surrounding communities.

NAME	CONTACT INFO	SIGNATURE
Jeremy Bushaw		J. Bushaw
Zachary Stone		Zachary Stone
J. Snyder		J. Snyder
JOHN C. PERRY		John C. Perry
Alie Denise		Alie Denise
Kim Brown		Kim Brown
Bonnie Maher		Bonnie Maher
Elizabeth Tee		Elizabeth Tee
Nicholas J. Barbavit		Nicholas J. Barbavit
Francis Marie		Francis Marie
Jill Stebbins		Jill Stebbins
Karen Holstead		Karen Holstead
Anne Long		Anne Long
Michelle Peterson		Michelle Peterson
John Gustafson		John Gustafson
Sally Phillips		Sally Phillips
Megan Morris		Megan Morris
Mark Hall		Mark Hall
Roxanne Hark		Roxanne Hark
Naomi Bernick		Naomi Bernick
Deirdre Mitchell		Deirdre Mitchell
Shannon Hayward		Shannon Hayward
Brent Crantall		Brent Crantall
Sharon Pettit		Sharon Pettit
Maurice Murphy		Maurice Murphy
John Murphy		John J. Murphy

Petition to Support Truxton Academy Charter School

I support Truxton Academy Charter School to create an additional educational opportunity for students in Truxton and surrounding communities.

NAME	CONTACT INFO	SIGNATURE
Kim Sellwood		Kim M Sellwood
Bruce Sellwood		Bruce Sellwood
James Webb		James Webb
Teresa M. Smith		Teresa M. Smith
Janice Gosch		Janice Gosch
Richard Patis		Richard Patis
Pam Mertens		Pam Mertens
Ed Mertens		Ed Mertens
Lee Baker		Lee Baker
Eric Wilson		Eric Wilson
Brian Wilson		Brian Wilson
Dorriann Wilson		Dorriann Wilson
Eric Godiers		Eric Godiers
Kim Gutterford		Kim Gutterford
Patti Phelps		Patti Phelps
Steven Phelps		Steven Phelps
Micaela Allen		Micaela Allen
May J. Hurd		May J. Hurd
Pat Robertson		Pat Robertson
Roger Hunt		Roger Hunt
Kirk Arnold		Kirk Arnold
Lisa Belknap		Lisa Belknap
Anjanika Wells		Anjanika Wells
Justin St. John		Justin St. John
Alan Johnson		Alan Johnson

Petition to Support Truxton Academy Charter School

I support Truxton Academy Charter School to create an additional educational opportunity for students in Truxton and surrounding communities.

Kess Prossner
Kathe Brice
JEFF SMITH
RJ PROSSNER
Chun Sy
Colleen Watson
Joshua Brown
Benjamin Brown
Javan Brown
Tracy Watson
Lara E. Weisner
Jennifer Sperrin
Mark Brown
David Dunham
Linda Dunham
Doris Barreiros
Ulina Messbauer
Duc Enders
Steve Exelers
Carol D. Neubauer
Martha Ryan
Mary ~~John~~ Ford
John G. 94
Frankie Ross
Barbara McDermott
Norma J. Rober
Da Boal

Petition to Support Truxton Academy Charter School

I support Truxton Academy Charter School to create an additional educational opportunity for students in Truxton and surrounding communities.

NAME	CONTACT INFO	SIGNATURE
Burdette Hurd		Burdette Hurd
Tom Brown		
Russell Barber		Russell Barber
Marlene Brown		Marlene Brown
Alton F Brown		Alton F Brown
Caul Hinkle		Caul Hinkle
Krysta Austen		Krysta Austen
Tracey Cartland		Tracey Cartland
Lydia Aris - Brown		Lydia Aris
Erin Johnson		Erin Johnson
Alan Johnson		Alan Johnson
Julie Ryan		Julie Ryan
Dale Smith		Dale Smith
Kristine Bonitta		Kristine Bonitta
Nancy L. Anderson		
Suzanne M. Conley		
Tina Jones		Tina Jones
H. Nelson Seaward Jr		H. Nelson Seaward Jr
Jeanie O'Donnell		Jeanie O'Donnell
George Hanger		George Hanger
Daniel Firrell	Daniel Firrell	
Gerard Wood	Gerard Wood	
Ben Maher	Ben Maher	
Margaret Maher	Margaret Maher	
Linda Van Wageningen	Linda Van Wageningen	

Petition to Support Truxton Academy Charter School

I support Truxton Academy Charter School to create an additional educational opportunity for students in Truxton and surrounding communities.

NAME	CONTACT INFO	SIGNATURE
William H. Bearup		William H. Bearup
Laurie Bearup		Laurie Bearup
Barbara Wood		Barbara Wood
Mark Muirkad		Mark Muirkad
Kathleen Young		Kathleen Young
Martha Ross		Martha Ross
RICHARD POYER		Richard Poyer
MIRIAM ASTACIO		Miriam Astacio
Bonnie Maher		Bonnie Maher
Paul J. Maher		Paul J. Maher
Paul S. Maher Jr.		Paul S. Maher Jr.
Robert E. Gotie		Robert E. Gotie
Mary Ann Gotie		Mary Ann Gotie
YOUNG P. KARRAS		Young P. Karras
PETER SATHM		Peter Sathm
Joseph Sater		Joseph Sater
Nicole Adam		Nicole Adam
Bradi Hendrix		Bradi Hendrix
Humbertly Plarou		Humbertly Plarou
Kimberly Harris		Kimberly Harris
Korinne L. Hommes		Korinne L. Hommes
Joseph Pullman		Joseph Pullman
Jane Ryan		Jane Ryan
Cecilia Murray		Cecilia Murray
Lisa Curtis		Lisa Curtis
Priscilla Young		Priscilla Young

Petition to Support Truxton Academy Charter School

I support Truxton Academy Charter School to create an additional educational opportunity for students in Truxton and surrounding communities.

NAME	CONTACT INFO	SIGNATURE
Frank O'Donnell		F Frank O'Donnell
G Douglas Young		G Douglas Young
James H. Huggan		James H. Huggan Truxton, N.Y.
Nancy Heggans		Nancy Heggans Truxton, N.Y.
Lucinda K. Denkerberg		Lucinda K. Denkerberg Truxton N.Y.
Samuel A. O'Donnell		Samuel A. O'Donnell Truxton N.Y.
Herdi Raven		Herdi Raven Marcellus NY
Chris Andrews		Chris Andrews SYRACUSE, N.Y.
Wendy Lockwood		Wendy Lockwood Truxton, NY
Jeff Reakes		Jeff Reakes Morgan, NY
Morgan Reakes		Morgan Reakes Morgan, NY
Jackie & Vicki Reakes		Jackie & Vicki Reakes Morgan, NY
Kimberly A. Reakes		Kimberly A. Reakes Morgan, NY
Hope Bush		Hope Bush Morgan, NY
Addison Randall		Addison Randall Morgan, NY
Brittany Burrows		Brittany Burrows Morgan, NY
P.J. Dwyer		P.J. Dwyer Morgan, NY
Adrian Aldrich		Adrian Aldrich Morgan, NY
Kristen Aldrich		Kristen Aldrich Morgan, NY
Elizabeth Rodman		Elizabeth Rodman Morgan, NY
Anna K. Rodman		Anna K. Rodman Morgan, NY
Donna Judd		Donna Judd Morgan, NY
John Cudebeck		John Cudebeck Morgan, NY
Kara Osborn		Kara Osborn Morgan, NY
James J. Denkerberger		James J. Denkerberger Morgan, NY

Petition to Support Truxton Academy Charter School

I support Truxton Academy Charter School to create an additional educational opportunity for students in Truxton and surrounding communities.

NAME	CONTACT INFO	SIGNATURE
Judy Stoddard		Judy Stoddard
Doug Gilbert		Doug Gilbert
Patty Dawson		Patty Dawson
LISA POTTER		Lisa Potter
Doug W Potter		Doug W Potter
KEVIN LAUFFERMILL		Kevin Lauffermill
Kimberly Stanton		Kimberly Stanton
S P Phelps		S P Phelps
Donald McCall		Donald McCall
Joan Bristow		Joan Bristow
Robert Buurke		Robert Buurke
Chris Buurke		Chris Buurke
Robert O'Donnell		Robert O'Donnell
KATHERINE		Katherine
Francis		Francis
Kay Reakes		Kay Reakes
Doreen Reakes		Doreen Reakes
Christine Sahm		Christine M Sahm
Greg Lockwood		Gregory Lockwood
Barbara Lockwood		Barbara Lockwood
Nancy Hart		Nancy Hart
John Lansdowne		John Lansdowne
DEBORAH BUDGETT		Deborah Budgett
William Young		William W. Young
Janet C Young		Janet C. Young
Kathie G. Arnold		Kathie G. Arnold

I support Truxton Academy Charter School to create an additional opportunity for students in Truxton and surrounding communities.

	Name	Email/Contact Info	Address
364	Florencia Kelly		
365	Debra M. Kelley		
366	Rahul Sethi		
367	Jack Coe		
368	Camp Haggard		
369	Judith King		
370	Christiane Peet		
371	Denette Kielb		
372	Carrie Whitmarsh		
373	Mary Guxette		
374	Wendy Diell		
375	Ramona Kilbuck		
376	Sonyabel		
377	NAJAM UD DIN		
378	NAJAM UD DIN		
379	Brian L. Lee		
380	Catherine Jordan		
381	Alemuniar		
382	Stephanie Alford		
383	Veniece Reid		
384	Terry Spears		
385	Françoise Patterson		
386	Elizabeth Sonna		
387	Kay Howard		
388	Wendy Longden		
389	Madeline Juma		

I support Truxton Academy Charter School to create an additional opportunity for students in Truxton and surrounding communities.

	Name	Email/Contact Info	Address
390	<i>Debra Walker</i>		
391	<i>Steph O'Brien</i>		
392	<i>Victoria Pandullo</i>		
393	<i>Susan John</i>		
394	<i>Junda Watkins</i>		
395	<i>Martha Morabito</i>		
396	<i>AJEEET GAJRA</i>		
397	<i>Michael Bennett</i>		
398	<i>Peter Tyr</i>		
399	<i>Mary Sprung</i>		
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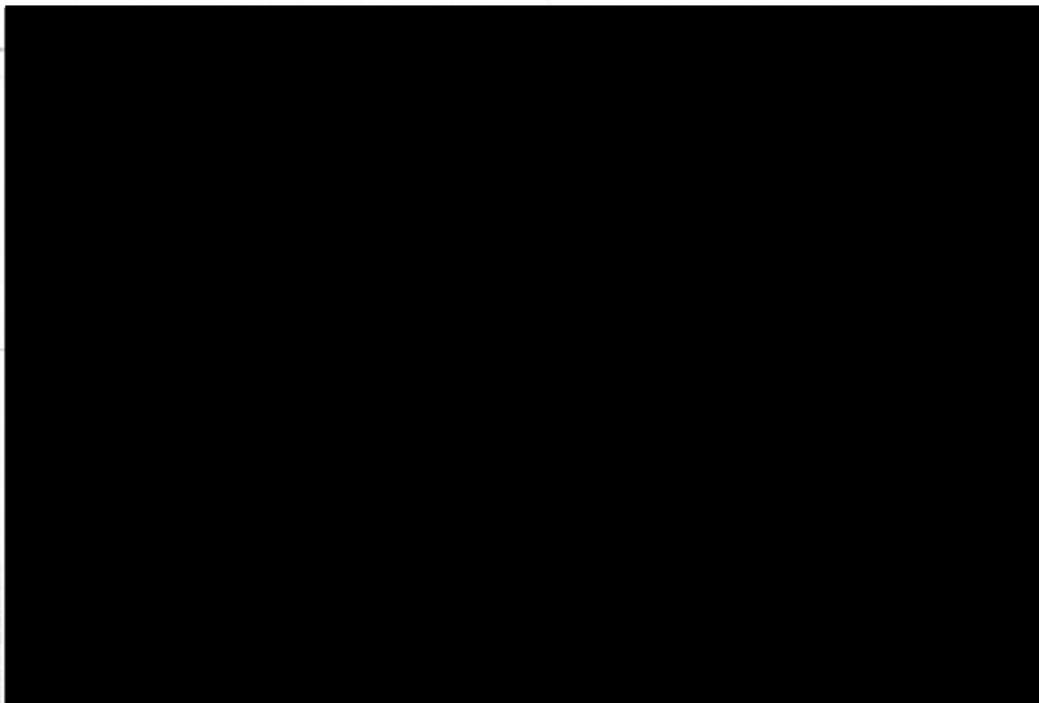
I support Truxton Academy Charter School to create an additional educational in Truxton and surrounding communities.

10

	Name	Email/Contact Info	Address
241	Shirley Beardsley		
242	Ada M. Higgin		
243	Charlene Guines		
244	Lucille Durham		
245	Jenny McLean		
246	Shirley Mot		
247	Josephine Morris		
248	Walt Barlow		
249	Sandra Euba		
250	Marlea Wingard		
251	Donald Lewis		
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I support Truxton Academy Charter School to create an additional educational opportunity for students in Truxton and surrounding communities.

Name	Email/Contact Info	Address	Signature
183	John C. Nichols		
184			
185	Tina White		
186	Miss Gulls		
187	Miss Susan		
188	Toni Miller		
189	Ty McGill		
190	Jackie Holmbeck		
191	S. Sannacchio		
192	C. Sannacchio		
193	Jim Sannacchio		
194	Timothy Lane		
195	GINO Sannacchio		
196	Giuseppe Sannacchio		
197	Anna Sannacchio		
198			
199			



289	Doreen Kogut		Doreen Kogut
290	Leo Kogut		Leo Kogut
292	Bob BROWN		Bob Brown
293	Marilyn Brown		Marilyn Brown
294	Tim Barrows		Tim Barrows
295	Patty Barrows		Patty Barrows
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261	Melissa Rossi	[REDACTED]	Melissa
262	Carrie Butler	[REDACTED]	Carrie Butler
263	Pete Candice	[REDACTED]	Pete Candice
264	Gay Dressell	[REDACTED]	Gay Dressell
265	Jennifer Dressell	[REDACTED]	Jennifer Dressell
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Truxton Academy Charter School

Building Update

Inspected by BOCES Certified School Building Inspector in August 2017

The Charter School would be leasing the building from Truxton Alumni & Community Supporters, Inc., a 501(c)(3) not-for-profit corporation.

Interior of Building – Halls, Classrooms, Cafeteria, and Office

- Walls and bulletin boards have been cleaned, patched, and repainted by community volunteers.
- Extensive original oak woodwork, installed in the 1930's by WPA craftsman, is still in place and in excellent condition.
- 3 bay stainless steel sink, 6 burner commercial propane stove, commercial refrigerator, and stainless steel counters and storage units are in place in the cafeteria kitchen. All items were purchased with money donated by community members.
- New banquet tables and chairs were purchased with funding from a community member's donation and a grant.
- Conference rooms are available, furnished with tables and chairs for meetings and events.
- 80+ Student desks and chairs were purchased at auction and are available for classroom set up.
- A family resource room is furnished for child care and family events.
- A fully functioning office has been established, furnished with a desk, computer, printers and copier. Funds for the office were donated by a community member.
- The Gymnasium walls have been restored and painted. Score board repaired and LED lights installed. Funds were donated by a community member.
- Lights throughout the building had been upgraded to high efficiency fluorescents in recent years.

Heating System

- The boilers and steam heating system have had repairs and maintenance completed. The boilers have been fully inspected and passed a 3 year internal inspection. We have been contracting with the Metro Group to keep boiler fluid at proper levels to minimize system corrosion. The boilers have been reported to have decades more life with proper maintenance.
- A damaged electric heater was replaced with steam heat run to the former music room. It is now being used as a fully equipped community fitness room.
- A 300 gallon water condensate storage tank for the boilers was replaced with a new one in 2016.
- Preventative maintenance was done to the steam lines to replace a section of line which a leaky pipe had badly corroded. Although it wasn't leaking yet this was removed, a new section was replaced by a professional steam fitter.
- Thermostats on the first floor were repaired and are now working properly. Excess radiators have been turned off resulting in fuel oil usage to be cut in half.

Water System

- The water in the building is filtered and chlorinated. Certified class C public water system up and running as of October 1, 2017.

Outdoor Area

- The driveway and parking area have been recently repaved.
- Lawn is maintained regularly and flower beds have been planted including decorative trees.
- Playground areas in excellent shape.
- Concrete walk ways and exterior steps have been repaired. The outside foundation and windows have been sealed.

Final Draft - Updated 2/26/16

Town of Truxton

Cortland County

State of New York

Comprehensive Plan for the Town of Truxton

Supervisor

Lloyd Sutton

Town Board Members

Nicole Albro Sprouse Gus Wehbe

Carleton Young PJ Dwyer

Comprehensive Plan Committee Members

Randy Young--Chair, Adam Aldrich, Kathie Arnold, Tom Brown, Eric Johnson, Joe Mastriano, Molly McDermott, Joe Pullman, Richard Ryan, Jeff Spicer

The Town of Truxton thanks the following agencies who provided assistance in the preparation of this Comprehensive Plan: The Cortland County Planning Department, the NYS Soil and Water Conservation Department and the NYS Department of Environmental Conservation.

Date (date adopted by Town Board)

Note: This Comprehensive Plan updates and replaces the Town of Truxton's original Master Plan dated June 30, 1981

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Chapter I

Introduction

A. The Comprehensive Plan

The Comprehensive Plan is an official public document adopted by local government as a policy guide to decisions regarding the physical development of the community. The Comprehensive Plan describes, in a general way, how the town government leaders, based on community input, guide the community to develop in the future. However, unlike a zoning ordinance, the Comprehensive Plan is not a piece of legislation and does not dictate what categories of uses may be permitted in a specific area. Rather, the Comprehensive Plan is a policy guide whose purpose is to promote the wise use of the physical and social/cultural resources of the Town in order to ensure the protection of the health, safety and welfare of the residents of the community

Truxton Survey Response Totals (244 Total Surveys)

	Disagree				Agree	Total
	1	2	3	4	5	
Community Atmosphere						
1.) Truxton is a good place to live	3	7	31	71	131	243
2.) The rural setting is an asset	2	6	13	46	175	242
3.) Truxton is a safe place to live	1	8	19	70	144	242
4.) Historical Architecture should be maintained	13	9	47	61	110	240
5.) Small-town atmosphere is desirable	2	7	20	56	156	241
Growth and Development						
6.) Maintain environmental quality	4	8	19	61	151	243
7.) Protect water resources	6	5	13	46	174	244
8.) Encourage agriculture	5	6	24	62	146	243
9.) Restore historical structures	18	17	50	78	78	241
10.) Support residential construction	10	11	42	75	97	235
11.) Maintain and improve local roads	2	4	15	59	162	242
12.) Enforcement of the local junk yard law	15	6	19	43	153	236
13.) Develop a community center	22	13	62	55	85	237
14.) Expand tax base	18	11	48	59	80	216
15.) Provide employment opportunities	13	11	38	65	99	226
16.) Encourage heavy industrial development	92	47	58	26	9	232
17.) Encourage light industrial development	44	27	60	63	43	237
18.) Encourage commercial development	41	30	50	64	45	230
19.) Provide public water in Truxton hamlet	101	32	48	27	22	230
Community Services: Truxton has adequate						

20.) Fire protection	5	7	29	64	138	243
21.) Schools	96	25	48	22	38	229
22.) Postal Service	10	21	41	53	114	239
23.) Parks	28	31	67	50	55	231
24.) Recreation opportunities	34	29	69	55	48	235
25.) Ambulance service	23	15	49	74	72	233
26.) Medical care	66	41	50	46	34	237
27.) Land use regulations	25	19	79	48	55	226
28.) Enforcement of current regulations	28	28	69	50	51	226
29.) Transfer station	11	3	19	67	135	235
30.) Senior citizen programs	6	11	56	65	81	219
31.) Town website	14	19	75	53	54	215
Housing Needs						
31.) More senior housing	34	26	80	55	39	234
32.) More new home construction	17	25	69	46	73	230
33.) More affordable housing	43	33	70	48	42	236
34.) More apartment complexes	110	56	41	19	12	238
35.) More mobile home parks	170	30	25	7	8	240
Recreation						
36.) Develop more programs for adults	20	29	82	58	45	234
37.) Develop more programs for youth	15	14	39	72	99	239
38.) Need more snowmobile trails	54	40	81	24	18	217
39.) Need more playgrounds	35	31	79	46	42	233
40.) Need more nature/walking trails	44	29	56	44	67	240
41.) Fund Recreation with tax dollars	76	40	53	36	24	229

42.) Other:	2	3	3	6	12	26
43.) Other:	1	2	3	4	10	20
44.) Other:	1	2	3	4	9	19

What would you like to see in Truxton?

45.) Community library and resource center	4	30	32	57	70	233
46.) Medical office	46	28	51	43	62	230
47.) Grocery/convenience store	19	14	40	53	107	233
48.) Community center	29	13	56	51	86	235
49.) Automotive repair	33	23	81	40	41	218
50.) Dog park	114	36	40	21	19	230
51.) Office or business park	90	27	51	49	13	230
52.) Manufacturing / Industry	91	35	46	36	23	231
53.) Pre-school	35	11	46	44	100	236
54.) Daycare facility	27	13	47	51	97	235
55.) Tuition-free public/charter school	37	12	38	31	112	230
56.) Fitness center	33	29	53	43	77	235
57.) Hotel / Motel	102	48	55	14	9	228
58.) RV Park	128	28	46	14	16	232
59.) ATM	74	30	51	39	36	230
60.) ATV Trails	81	27	44	34	44	230
61.) Other:	1	2	3	6	15	27
62.) Other:	1	2	3	4	11	21
63.) Other:	1	2	3	4	7	17
Homeowner	204					
Renter	14					

Community Survey

To the residents of Truxton 18 and older,

The Town is in the process of updating the Town's current "Master Plan for the Town of Truxton" and would like your help and input in order for the new, updated Master Plan to be as complete and accurate as possible. Thank You!

A comprehensive master plan does not tell people what to do with their property. Rather it collects information about a town into one document--from history, physical characteristics and population trends to economic base and community facilities. An important part is to gather input from as many town residents as possible, including through a survey such as this and public forums to help set some goals and objectives for the Town. The purpose of the document is to be a guide in helping the Town Board to make policy decisions but there is nothing in a comprehensive plan that mandates anything. **A comprehensive plan is not zoning.**

Please rate the following questions/statements on a 1 (disagree) to 5 (agree) scale.

Community Atmosphere

- | | | | | | |
|--|---|---|---|---|---|
| 1.) Truxton is a good place to live | 1 | 2 | 3 | 4 | 5 |
| 2.) The rural setting is an asset | 1 | 2 | 3 | 4 | 5 |
| 3.) Truxton is a safe place to live | 1 | 2 | 3 | 4 | 5 |
| 4.) Historical Architecture should be maintained | 1 | 2 | 3 | 4 | 5 |
| 5.) Small-town atmosphere is desirable | 1 | 2 | 3 | 4 | 5 |

Growth and Development

- | | | | | | |
|---------------------------------------|---|---|---|---|---|
| 6.) Maintain environmental quality | 1 | 2 | 3 | 4 | 5 |
| 7.) Protect water resources | 1 | 2 | 3 | 4 | 5 |
| 8.) Encourage agriculture | 1 | 2 | 3 | 4 | 5 |
| 9.) Restore historical structures | 1 | 2 | 3 | 4 | 5 |
| 10.) Support residential construction | 1 | 2 | 3 | 4 | 5 |
| 11.) Maintain and improve local roads | 1 | 2 | 3 | 4 | 5 |

12.) Enforcement of the local junk yard law	1	2	3	4	5
13.) Develop a community center	1	2	3	4	5
14.) Expand tax base	1	2	3	4	5
15.) Provide employment opportunities	1	2	3	4	5
16.) Encourage heavy industrial development	1	2	3	4	5
17.) Encourage light industrial development	1	2	3	4	5
18.) Encourage commercial development	1	2	3	4	5
19.) Provide public water in Truxton hamlet	1	2	3	4	5

Community Services: Truxton has adequate

20.) Fire protection	1	2	3	4	5
21.) Schools	1	2	3	4	5
22.) Postal Service	1	2	3	4	5
23.) Parks	1	2	3	4	5
24.) Recreation opportunities	1	2	3	4	5
25.) Ambulance service	1	2	3	4	5
26.) Medical care	1	2	3	4	5
27.) Land use regulations	1	2	3	4	5
28.) Enforcement of current regulations	1	2	3	4	5
29.) Transfer station	1	2	3	4	5
30.) Senior citizen programs	1	2	3	4	5
31.) Town website	1	2	3	4	5

Housing Needs

31.) More senior housing	1	2	3	4	5
32.) More new home construction	1	2	3	4	5

33.) More affordable housing	1	2	3	4	5
34.) More apartment complexes	1	2	3	4	5
35.) More mobile home parks	1	2	3	4	5

Recreation

36.) Develop more programs for adults	1	2	3	4	5
37.) Develop more programs for youth	1	2	3	4	5
38.) Need more snowmobile trails	1	2	3	4	5
39.) Need more playgrounds	1	2	3	4	5
40.) Need more nature/walking trails	1	2	3	4	5
41.) Fund Recreation with tax dollars	1	2	3	4	5
42.) Other:	1	2	3	4	5
43.) Other:	1	2	3	4	5
44.) Other:	1	2	3	4	5

What would you like to see in Truxton?

45.) Community library and resource center	1	2	3	4	5
46.) Medical office	1	2	3	4	5
47.) Grocery/convenience store	1	2	3	4	5
48.) Community center	1	2	3	4	5
49.) Automotive repair	1	2	3	4	5
50.) Dog park	1	2	3	4	5
51.) Office or business park	1	2	3	4	5
52.) Manufacturing / Industry	1	2	3	4	5
53.) Pre-school	1	2	3	4	5
54.) Daycare facility	1	2	3	4	5

55.) Tuition-free public/charter school	1	2	3	4	5
56.) Fitness center	1	2	3	4	5
57.) Hotel / Motel	1	2	3	4	5
58.) RV Park	1	2	3	4	5
59.) ATM	1	2	3	4	5
60.) ATV Trails	1	2	3	4	5
61.) Other:	1	2	3	4	5
62.) Other:	1	2	3	4	5
63.) Other:	1	2	3	4	5

Comments: _____

Circle all that apply:

I am a: Homeowner // Renter // Year round resident // Seasonal resident

Please return the completed survey(s) in the pre-paid envelope provided by January 15, 2016. The survey will also be available on the Town's website. Thank you again for your help.

“Truxton could stand to have a better education system whether that be a charter school or having the Town redistricted in to a neighboring district that is doing better such as Tully or Fabius...”

“Truxton would be a much better town/community if we had an elementary school again.”

“...A community center at the new charter school is great idea...”

“We love living in Truxton. Looking forward to continued community building and the possibility of the new charter school. We value the natural resources and love hiking on state land and supporting small, local businesses is important to us as well.”

“...Work with the Truxton Alumni’s and Community Supporters and Truxton Academy Charter School Committee to develop a community center, branch library, and recreational events for adults and youth at the (old) Hartnett School.”



Designed by Megan Poole
6th Grade, 2005

TOWN OF TRUXTON

PO BOX 121, Truxton, New York 13158

TEL: (607) 842-6984 FAX: (607) 842-6943

Town Supervisor
Gus Wehbe

Town Clerk/Collector
Kimberly Reakes

Highway Superintendent
Jeffrey Reakes

Town Councilpersons
Stephanie Potter
Lloyd Sutton, Jr.
Nicole Albro Sprouse
Thomas E. Brown

Truxton Town Board Resolution in Support of Truxton Alumni & Community Supporters, Inc.

Whereas, Truxton Alumni & Community Supporters, Inc. is a not-for-profit corporation formed for the purpose of, enhancing our community's economic vitality and improving the quality of the life and rural services in Truxton, New York, including providing support to the establishment of a charter school in the community and/or other educational and community facilities and services, intended to attract new community members as well as developing other required services to improve the rural Truxton community as a whole, and all other lawful purposes concomitant or consistent with such objectives,

And whereas the Truxton community is experiencing the closing of a local elementary school (Hartnett Elementary School), by the Homer Central School District,

And whereas the long term effect of a community without a local elementary school may have significant negative effect on property values and quality of life in the Town of Truxton,

And whereas the purpose and goals of the Truxton Alumni & Community Supporters, Inc. is consistent with and enhances the goals of the Town of Truxton, now therefore be it

Resolved that the Truxton Town Board whole-heartily supports Truxton Alumni & Community Supporters, Inc., and its goals in support of strengthening the Truxton community.

*Adopted by
Order of the
Truxton Town Board on
November 4, 2015*

*Kimberly Reakes
Town Clerk*

Resolution in support of Truxton Academy Charter School

Is there a number of the resolution that should go here?

October 18, 2017

WHEREAS, the Town of Truxton, Comprehensive Plan sets the goal of an elementary school within this community,

WHEREAS, a local elementary school will support and encourage growth and sustainability to our rural community.

WHEREAS, good elementary schools tend to grow stronger, more stable communities, since people choose to move there,

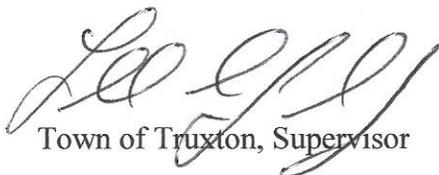
WHEREAS, project based learning, environmental education and agricultural education is especially pertinent to this community, and will engage student learning,

WHEREAS, School choice strengthens communities and draws families to areas.

WHEREAS, the community chooses to support our largest local business, agriculture, and the important role it plays in our community,

THEREFORE, BE IT RESOLVED THAT the Truxton Town Board fully supports and endorses the Truxton Academy Charter School.

Signed,

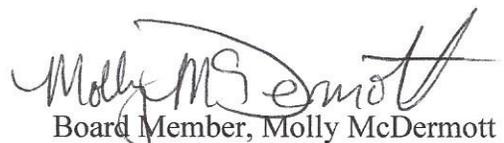


Town of Truxton, Supervisor

Board Member, P. J. Dwyer



Board Member, Nicole Albro Sprouse



Board Member, Molly McDermott

Board Member, Carlton Young



NYSED Charter School Office
Albany, NY
and
Truxton Academy Charter School
Box 102
Truxton, NY 13158

To Whom It May Concern:

I am writing to express my support for the Truxton Academy Charter School (TACS). I believe that TACS will be an incredible asset and of great benefit to our children, families, school districts, and local communities. It will fill a need for K-6 education focused on agriculture, science, technology, engineering, and math.

The School is located in a primarily agricultural area. TACS will partner with area agri-businesses to give students first-hand education using rural and environmental resources. Students will thrive in TACS's hands-on and collaborative learning environment.

I support the approval of the Truxton Academy Charter School.

Sincerely,

A handwritten signature in black ink, appearing to read "Daniel Allott", with a long horizontal line extending to the right.

Daniel Allott
Deputy Commentary Editor
Washington Examiner

BART-SCAPES LLC

4069 RTE 13

TRUXTON, NY 13158

(607) 842-6750

July 14, 2017

NYSED Charter School Office
& Board of Regents
89 Washington Avenue
Albany, New York 12234

Dear Charter School Office Staff,

As the owner of an agribusiness in Central New York and a taxpayer, I would like to express my wholehearted support for the planned Truxton Academy Charter School. I am also a graduate of HCSD and my children attend the school.

My business specializes in renovation and repair of farms. We have constructed some of the largest dairy buildings in the state. I have trouble finding hardworking skilled labor that is familiar with the demands of the trade. I am excited with the mission of this school. I believe it will help produce self driven, hardworking, and knowledgeable workers who will help my business succeed in future years.

I also feel producing students that have a respect for our rural values will lead to more wanting to stay in the area and thus slow the population decline. I am even optimistic that we may become a draw for families that wish to share the rural way of life. Currently our region is suffering under loss of jobs due to high taxes and loss of population which further erodes the tax base. This is obviously harmful for our local school districts and our economy. Something must be done. I realize the charter school can run more efficiently than our local school. The competition might do some good.

I have seen the decline in the student achievement at HCSD and hope that the charter school can help the district regain some of the glory and esteem I remember it having.

Sincerely,



Bryan Bartholomew
President Bart-Scapes

Northeast Organic Dairy Producers Alliance



October 8, 2017

New York State Education Department
The Regents of the University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

Liz Bawden, President, NY
Kirk Arnold, NY
Steve Morrison, Secretary, ME
George Wright, Treasurer, NY
Henry Perkins, Past President ME

Dear Board of Regents and Charter School Office Staff,

As the largest organic dairy farmer organization in the country, the Board of the Northeast Organic Dairy Producers Alliance (NODPA) would like to register our support for the Truxton Academy Charter School (TACS). The project based, hands on learning with an agricultural/STEM focus that will be provided by TACS will allow for a dynamic and meaningful educational opportunity for elementary aged students. We all learn best by doing and this is especially true of young children.

Craig Russell, VT
Rick Segalla, CT
Steven Russell, ME
Morvan Allen, MA
Ed Zimba, MI
Darlene Coehorn, WI
Bruce Drinkman, WI
Sean Mallett, Idaho

NODPA has a membership of eight hundred and thirty six organic dairy producers in the Eastern US. NODPA's mission is to **"enable organic dairy family farmers, situated across an extensive area, to have informed discussion about matters critical to the well being of the organic dairy industry as a whole."** NODPA is not aligned with any one processor or cooperative and therefore is able to represent the views and needs of many different farmers.

State Reps:
Siobhan Griffin, NY
Arden Landis, PA
Cindy-Lou Amey, NH
Robert Moore, NY
Bonnie and Tom Boutin, VT
Jeep Madison, VT
Aaron Bell, ME
John Gould, NY
John Stolfus, NY
Dana Sgrecci, NY
Rodney Martin, VA
Roman Stolzfoos, PA

In our profession of dairy farming, we well know that science, technology, engineering, and math are applied daily in our businesses. Using agriculture as a focal point will provide a strong platform for students to learn about STEM in a concrete way. Partnering with area farms and agribusinesses will allow students to see and understand STEM in action.

We are aware that a very similar school in Walton, Kansas has pioneered this approach and has been very successful. We see this as a replicable model for other rural areas in the Northeast and throughout the country. We urge the approval of the application of the Truxton Academy Charter School. Thank you for your consideration.

Policy Committee
Kathic Arnold, NY

Executive Director
Ed Maltby

Sincerely

NODPA Board Chair and New York organic dairy farmer

NODPA Executive Director

Webmaster/Newsletter layout
Chris Hill

Media Editor, Membership and Event Coordinator
Nora Owens

NODPA's Mission

To enable organic dairy family farmers, situated across an extensive area, to have informed discussion about matters critical to the well-being of the organic dairy industry as a whole.

30 Keets Rd, Deerfield, MA 01342
Email: ednodpa@comcast.net

Tel: 413-772-0444

Fax: 866-554-94863
Website: www.nodpa.com

October 3, 2017

New York State Education Department
The Regents of the University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

Dear Board of Regents and Charter School Office Staff,

I am writing to voice my strong support for the Truxton Academy Charter School. As a first generation farmer, I often find myself wishing that I had been exposed to agriculture at a much younger age. Raised in a small town outside of Syracuse, my childhood was far removed from the agrarian life that I now cherish. When I took my first job on a farm at age 18, I didn't even know the difference between straw and hay. Now, at 30, I am employed at Twin Oaks Dairy in Truxton, working towards my goal of farm ownership. I consider myself very lucky to have found a career that I love.

When we have children on the farm for visits, I am so amazed at how enthusiastic they are to participate in chores, feed calves, and watch as we milk the cows. The lessons we can teach on the farm are wide-ranging, from biology to anatomy, mathematics, mechanics, carpentry, and the list goes on. There are also many creative and real life problem-solving opportunities. And I think plenty of farmers would agree with me when I say that it is truly an art and a science.

We also learn the hard lessons taught to us by Mother Nature - the lessons of life, and sadly, of death. We learn that the same plants and animals that nourish us also nourish the soil, and we learn to find beauty in the simple things, like a blade of grass or a rainstorm. We learn that the actions we take have profound impacts - on our landscape, on the ecology around us, on our animals, and on the communities we feed.

I believe there are children everywhere who long to play in a hay field, raise livestock, collect eggs from nest boxes, and enjoy the wholesome satisfaction of knowing that the work they do is feeding their family and their community.

The Truxton Academy Charter School will provide our children with the kind of education that I wish I had when I was growing up, ushering in the next generation of farmers, and strengthening and preserving our rural communities for the future. Please help us in giving children the opportunity to learn these important skills and lessons.

Sincerely,
Elizabeth A. Pickard


Truxton, NY 13158

New York State Board of Regents

Honorable Members:

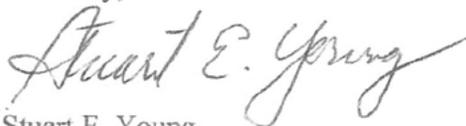
I am a senior partner and CEO of East River Dairy LLC, a dairy farm located in the Town of Homer, NY. We have about 1250 milking age dairy cows and 1200 replacement heifers. We farm about 3300 acres of land in the towns of Homer, Preble, Cortlandville and Solon.

We are in full support of the proposed Truxton Academy Charter School in Truxton, NY. I have volunteered to serve on the Board of Trustees for the School and look forward to assisting the school with farm visits to our farm and helping design projects for the children to use as learning aids under the project based learning format. The children will be able to observe a multitude of technologies used on a modern farm to efficiently produce food products for the market and protect and preserve our resources for generations to come.

We feel that the presence of such a school in our neighborhood will improve the educational performance of all our area schools and serve as a resource for students from all nearby districts for students that have difficulty learning in a traditional classroom setting.

We believe the quality of the proposal presented by the foundational committee meets or exceeds the State goals that were the basis of the Charter School law and we urge you to approve the opening of the Truxton Academy Charter School.

Sincerely,



Stuart E. Young
East River Dairy LLC

[REDACTED]
Cortland, NY 13045

August 7, 2017

To Whom It May Concern:

We are writing this letter in support of the Truxton Academy Charter School. We own a dairy farm, Footbridge Farm, in Truxton NY, both my children attended school at Homer Central School district and I was a member of the Homer School Board for 9 years. I am a professor at Tompkins Cortland Community College. As an educator, I support multiple pathways and alternatives for kids to complete their education. My children attended Truxton Elementary school and both benefitted from the small, rural school atmosphere. My son graduated from Cornell University with a degree in dairy science and my daughter is pursuing a degree in elementary education at SUNY Cortland. I believe the Charter School will offer that small, rural school option with an emphasis on "hands on" learning and labs. I think the school has the potential to stabilize our declining rural community and serve the kids from Homer and surrounding districts by offering an alternative to the elementary education opportunities that exist now. I do not believe the school will be detrimental to the Homer school district but will instead, give children from surrounding districts a "look" at Homer and some may decide to stay in the district. I also believe that by stabilizing the rural community, the school has the potential to stabilize the tax base which is so important to us as dairy farmers as we live on a very slim margin as it is. New York state has been a leader in multiple paths within education and Truxton Academy Charter School could be another positive example of this.

Sincerely,

Kimberly and Kevin Sharpe

Footbridge Farm, Truxton NY



tom Brown [REDACTED]

Fwd: Support

1 message

Patty Henry [REDACTED]

Fri, Sep 8, 2017 at 11:25 AM

To: Tom Brown [REDACTED]

----- Forwarded message -----

From: **Mark Flemming** [REDACTED]

Date: Fri, Sep 8, 2017 at 10:29 AM

Subject: Support

To: truxtonacademy@gmail.com

9.8.17

To whom it may concern:

We are pleased to support the proposed Truxton Academy Charter School. We support this school for its focus on rural life, the environment, and agriculture through a project based learning curriculum. Edit Point Video of Central New York has worked extensively on educational videos to get information to our schools about agriculture and the environment through the "On the Farm" video series with Chris Fesko. The Truxton Academy would be a giant leap forward in this endeavor.

In my role as video producer and parent, I have witnessed the need for a school like this. As first hand knowledge of our agricultural process and the environment in general dwindles from many of our communities, it is important to keep the stream of information fresh and dynamic for our young students.

The members of the community that are working to gain approval have a wide variety of skills and are uniquely capable of implementing plans for a charter school in a rural community. It is also exciting to consider Truxton could be the site of the first truly rural charter in New York State!

I have spoken with the founding partners and believe that they are committed to success. More importantly, I am confident there will be community demand for this school. Parents are seeking public school options. The granting of a charter will bring a welcome new public school option. It is a pleasure to offer my support.

Sincerely,

*Mark Flemming - President**Edit Point Video of Central New York, Inc.*

--

Mark Flemming
Edit Point Video
[REDACTED]



tom Brown [REDACTED]

Fwd: Truxton Academy Charter School

4 messages

Patty Henry [REDACTED]

Tue, Aug 29, 2017 at 2:20 PM

To: Tom Brown [REDACTED]

----- Forwarded message -----

From: [REDACTED]
Date: Tue, Aug 29, 2017 at 2:15 PM
Subject: Truxton Academy Charter School
To: truxtonacademy@gmail.com, charterschools@nysed.gov

I support the Truxton Academy Charter School. It will be a tuition free public school, and asset to the local school districts, and greatly benefit the children, families and communities in the area. It will be the only agri-based public elementary school in NYS to offer: hands on learning in a rural life lab with live farm animals, monthly field trips to local agribusinesses, Spanish and learning partnerships with five area colleges.

Best Regards,**Julie Griffin****Precision Eforming**[REDACTED]
Cortland, NY 13045[REDACTED]
www.precisioneforming.com**Confidentiality Notice:**

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To Whom It May Concern:

We are writing this letter in support of the Truxton Academy Charter School. We own Morgan Hill Maple Syrup, our three children attend Homer Central School District. I have been elected to the Truxton Town Board in the past and have volunteered with several community groups. I work with the DEC and value the environment, agriculture, and rural life. I enthused with the hands on learning and environmental education that the planned Truxton Academy Charter School envisions. This Charter School will offer a small, rural school option with an emphasis on "hands on" learning and rural life labs. The school has the potential to stabilize our declining rural community and serve the kids from Homer and surrounding districts by offering an alternative to the elementary education opportunities that exist now. I do not believe the school will be detrimental to the local districts but will instead, give children an outstanding education opportunity. We look forward to working with the school and offer our business and knowledge as a resource for the school. We are both excited and eager to see this vision become a reality that may help serve as an example for other rural areas.

Adam and Kristen Aldrich

Morgan Hill Sugar Shack


Truxton, NY 13158

Adam Aldrich

From: NYS Farm Bureau Members

To: NYS Education Department & The Regents of the University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

Date: October 24, 2017

Dear Board of Regents and Charter School Office Staff,

We, the undersigned, who are all Farm Bureau members, support the approval of the Truxton Academy Charter School (TACS) by the Board of Regents. We personally support the New York State and Cortland County Farm Bureau letters of support for the Truxton Academy Charter School that were submitted previously.

We decry the effort by the Superintendent of the Homer Central School District (HCSD), Nancy Ruscio, to divide the Cortland County Farm Bureau membership by stating to Farm Bureau members that if TACS is approved, then the Homer High School Agricultural Program will be terminated. We find this premeditated action to be an egregious means to divide the agricultural community over its support of TACS. With agriculture being the largest industry in Cortland County, there is no reason that the existing high school agriculture program should be targeted for elimination should the agriculturally themed TACS be approved. We believe both should exist and thrive.

We view the proposed Charter School to be an innovative and important option for elementary students and their parents living in this area. We know through our own work that hands on learning is often the fastest and most sure way to learn. We believe it is time for a rural charter school to be approved in New York State. We fully support TACS and its approval.

Sincerely,

[Handwritten signatures and names]
Cortland, NY
director/secretary 2014-2017
Truxton, NY
Truxton, NY
Truxton, NY
Truxton, NY
Truxton, NY

- [Redacted] Truxton N.Y. 13158
- Carleton Young [Redacted]
- Susan K. Pool [Redacted] Cortland NY 13045
- Ernest Brown [Redacted] Cortland NY 13045
- Rebekah Brown [Redacted] Cortland, NY 13045
- Janet C. Young [Redacted], Cuyler, NY 13158
- Ernest Young " " " "
- Zachary Guy [Redacted] Homer, NY 13077
- [Redacted] Cortland N.Y. 13045
- Mason Ayell [Redacted]
- Janetta [Redacted] Truxton, NY 13158
- [Redacted] Truxton, NY 13158
- [Redacted] Cortland, NY 13045
- Kathleen Young [Redacted] Cortland, NY 13045
- Otis Young [Redacted]
- Ken Pool [Redacted] N.Y. 13045
- Steve Arnold [Redacted] Truxton NY 13158
- Ruth Cathw Delavan [Redacted] Cincinnati NY 13040
- Dean Delavan [Redacted] Cincinnati NY 13040
- Sandra L. Price [Redacted] Cortland, NY
- Lee A. Prud [Redacted] Cortland, NY 13045
- George H. Saltzman [Redacted] Cortland, NY 13045

Don M. [redacted] Annandale, NY
Cuyler, NY

Jeffrey Boy [redacted]

John Park [redacted] Truxton, NY

Annie Munn [redacted] Annandale, NY
Truxton, NY

Charles Munn [redacted]

Stuart E. Young [redacted] Cortland, NY

Martin Young [redacted] Cuyler, NY

David [redacted] Cortland, NY

Frederick J. [redacted] Cortland, N.Y. 13045
Truxton NY 13158

Kathie [redacted] Truxton, NY 13158

Daniel Potter [redacted] Truxton NY
13158

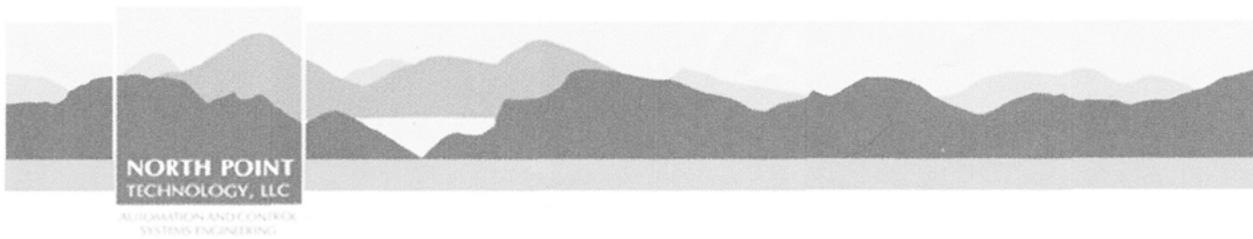
Wayne Perry [redacted]

Andrea [redacted] Cortland, NY 13045
Cortland NY 13045

Carlton [redacted]

Cuyler, NY 13158

Don Coster [redacted]



October 23, 2017

Truxton Academy Charter School
BOX 102
Truxton, NY 13158

To Whom It May Concern:

I am writing to express my support for the Truxton Academy Charter School (TACS). I believe that TACS will be an incredible asset and of great benefit to our children, families, school districts, and local communities. It will fill a need for k-6 education focused on agriculture, science, technology, engineering, and math. The TACS will help students by shortening the length of time they spend on the bus each day traveling to and from school.

The School is located in a rural area. TACS will partner with area agribusinesses to give students first-hand education using rural and environmental resources. Students will thrive in TACS's hands-on, collaborative learning environment.

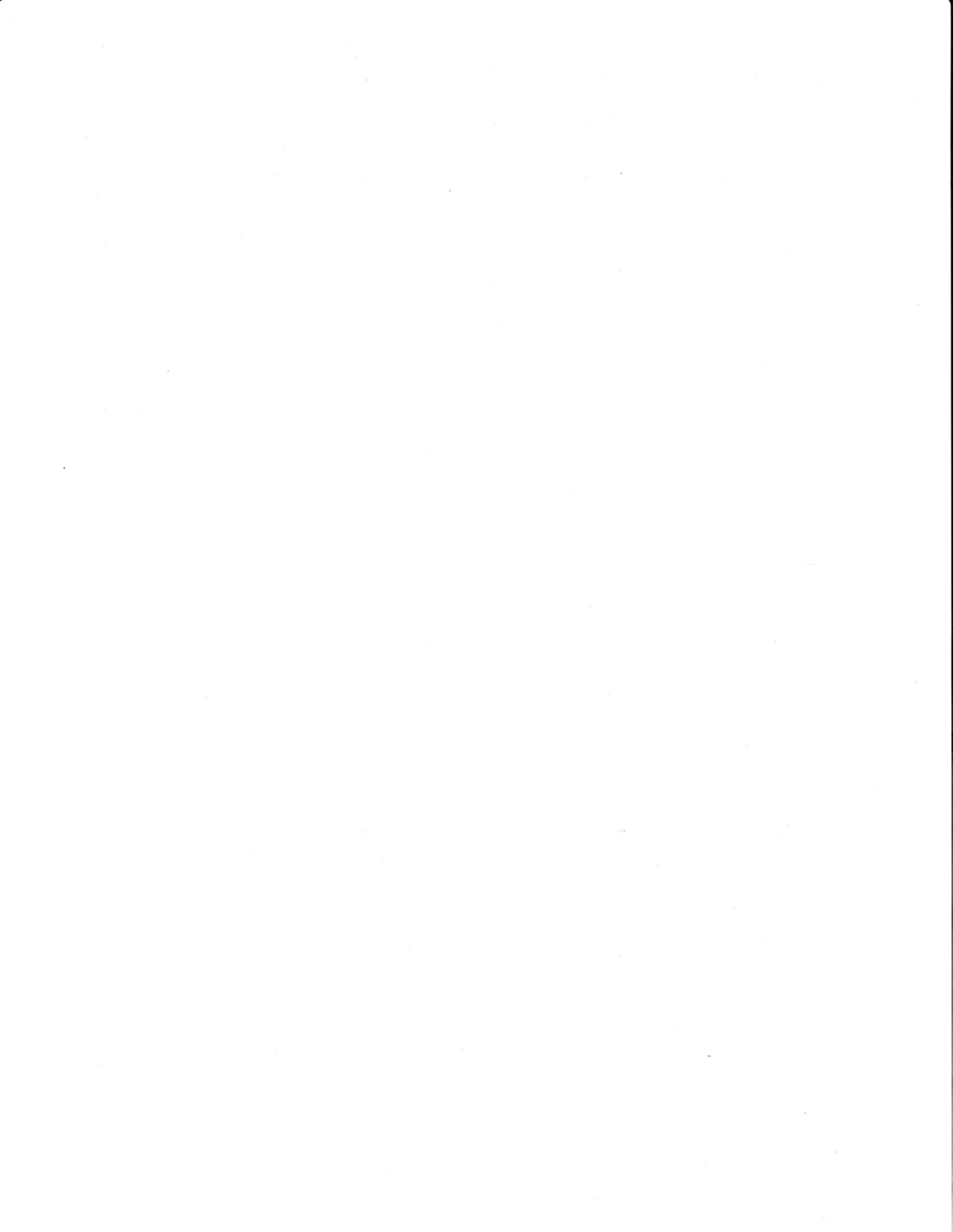
I support the Truxton Academy Charter School. I urge the NYSED Board of Regents to grant a charter to establish the Truxton Academy Charter School and open for students in August 2018.

Sincerely,

Lisa W. Lee
Principal/CEO

North Point Technology, LLC

Johnson City, New York • 13790 •
www.northpointusa.com



Thursday, November 9, 2017

To whom it may concern:

I am a NYS Certified General and Special Education teacher working in the Fabius-Pompey School District in Fabius, NY and a resident of Tully, NY. I am writing to express my support for the Truxton Academy Charter School (TACS). I am excited about the opportunities it will provide the children of our rural district. I believe that TACS will be an incredible asset and of great benefit to our children, families, and local community.

I have been working as an Elementary Educator for 10 years, 5 of which have been spent in Special Education. I started my teaching career at a charter school in the city of Syracuse and subsequently took teaching positions in two different rural public schools (first Tully and then Fabius-Pompey). As a NYS public school teacher, I fully support the existence of charter schools to accommodate the needs of learners and to offer choice to families. I believe TACS will accomplish both. TACS has laid out a plan that will fill a need in our community for K-6 education focused on agriculture, science, technology, engineering, and mathematics.

There is an ever-growing demand for greater emphasis on STEM disciplines in education, and research shows that students who are introduced to STEM disciplines before high school can develop early interest in these fields and improve their performance in math and science. The school is located in a primarily agricultural area. TACS will partner with area agri-businesses on a consistent basis to give students first hand exposure and education on the many facets of agriculture today. TACS will lay the foundation to make our children college and career ready by the time they complete their high school education.

Research shows time and again that students learn by doing; students will thrive in TACS's hands-on and collaborative learning environment. As a Special Education teacher, I couldn't be more excited to know that each student will follow an Individualized Learning Plan tailored to their needs to encourage each child to reach their fullest potential and become lifelong learners. Instruction will be differentiated for every learner and there will be no "one size fits all."

I support the approval of Truxton Academy Charter School and would be very happy to see another school of choice in our community.

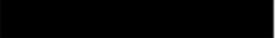
Sincerely,

Sarah E. Brown-Paul

[REDACTED]; Tully, NY 13159
[REDACTED]

tom Brown **Fwd: Truxton Academy Charter School support letter**

1 message

Email 
To: Tom Brown 

Sun, Jun 18, 2017 at 8:38 PM

Sent from my iPhone

Begin forwarded message:

From: Priscilla Young 
Date: June 18, 2017 at 7:44:47 PM EDT
To:  Truxton Academy Charter School
Supporters 
Subject: Truxton Academy Charter School support letter

Dear Charter School Decision Makers,

I am writing this letter in support of the Truxton Academy Charter School. The proposed Truxton Academy Charter School will be a tremendous asset to our children, our families and the local economy here in Cortland County. We have so much to gain from this project, we owe a debt of gratitude to all those who worked to make this new educational opportunity available to us.

Cortland County's economy is primarily driven by agriculture, yet the number of young people becoming farmers has been in a severe decline since 1982. The average age of farmers is among the oldest of any occupational group in our nation. The bulk of our farmers here in the United States are within a decade of retirement. According to the Labor Department, the median age for farmers and ranchers is 55.9 years. We need to shift our educational system in a direction that fosters an interest in agriculture in order to assure our food security as a nation and maintain the corner stone of our local economy.

Homer Central School is funded by property taxes, the value of our agricultural land is central to maintaining school funding. The more young people entering agriculture, buying and operating our farms, the more they will be worth and the more tax dollars our school system will have. The Truxton Academy Charter School will offer a hands on Science Technology Engineering, Arts and Math focused project-based curriculum involving the local agricultural community. It will offer an innovative Rural Life Lab as a unique, alternative classroom setting. Each class will be partnered with a local farm and the farms that have offered to sponsor classes are diverse mix: a conventional large scale dairy farm, an organic dairy farm, a beef farm, retail direct to consume dairy farm and a fruit and vegetable farm stand. What a wonderful opportunity to help our young people become informed about and engaged in agriculture, life sciences and the technologies that support them.

The economy in the village of Truxton is at risk. One primary retail establishment has closed, and two other key local main street businesses are up for sale. The closing of our public elementary school has hurt us as a community. Truxton Elementary was the heart of our community where we all came together as a unified whole. With the opening of the Truxton Academy Charter School our community will thrive again. If our school building remains vacant the property values in Truxton will fall and our contribution to the property tax base of the Homer District will decline. Without the school as the center of our community we are less of a community, less attractive to young families who want their young children nearby rather than bused to distant buildings.

The Truxton community has come together and worked hard to keep, reclaim and recreate our school. We have the opportunity before us to create something better than what we lost, something unique in our state, an agriculturally focused rural charter school. Please support us in our efforts to meet the needs of our youngest students.

Professionally, I work with children with developmental disabilities. More than half the families who seek out my neurofeedback brain training services for their children, do so because they are concerned that their child has ADD/ADHD. The parents of the children I work with are actively seeking educational programming that will meet the developmental needs of their children. Schools that provide the opportunity to move and interact throughout the school day in a way that can meet their child's physical needs while supporting their ability to learn through action rather than passive listening appeal strongly to these parents. This is the model they believe would benefit their children. When I have described to parents of these children what we are striving to create with the Truxton Academy Charter school, parents have told me that they would move their families to Truxton in order to be able to enroll their child in a school like that, a school that values hands on learning where their child will be actively engaged with plants, animals and the wider community of a rural town.

My youngest daughter is in high school and my other children are in their mid to late 20's. The next step in the parenting journey for me will be grand motherhood. I believe that the creation of the Truxton Academy Charter School will significantly enhance the chances that my future grandchildren will be raised in Truxton because my children, like myself, see learning as an active process of engaging in the world, rather than passively absorbing whatever the teachers, books or internet chooses to present as fact. In today's society where generations of families are often separated by great distances, it is important to me that my local community have something special to encourage the next generation of young parents that Cortland County is a wonderful place to raise their children because of the richness of the educational opportunities offered here.

The Boston Globe on September 30, 2016 reported on a recently completed study in Massachusetts that found that voters there have been misled into believing that charter schools are draining money from traditional public schools, a careful

9/26/2017

Gmail - Fwd: Truxton Academy Charter School support letter

research analysis found that the actual funding is fair: 3.9% of students there are in charter schools and charter schools receive 3.9% of educational funding. Give innovation a chance, support the Truxton Academy Charter School.

Priscilla Young
Certified Neurofeedback Coach



tom Brown 

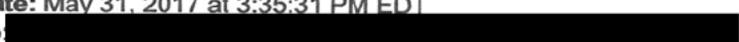
Fwd: We supportEmail 

Wed, May 31, 2017 at 3:48 PM

To: Tom Brown 

Sent from my iPhone

Begin forwarded message:

From: Edward C Leaf Carmer 
Date: May 31, 2017 at 3:35:31 PM EDT
To: 
Subject: We support
Reply-To: Edward C Leaf Carmer 

May 31, 2017

To Whom It May Concern,

As parents to a newborn in the rural area, we are thrilled with the possibilities of the Truxton Academy Charter School will open for the education of our child! I know it will be a powerful addition to the elementary education choices for the school districts. It will add significantly to the educational opportunities for elementary-age students through hands-on learning that will engage children, parents and community members. Our ideal hands on holistic education for our child is incorporated in the principles Truxton Academy is proposing, and we hope for our child to be a part of this wonderful opportunity. Also, as a former environmental science teacher, there is such a need in this area to educate in this way.

We fully support Truxton Academy Charter School's application. Thank you for your kind consideration of this School's request.

Sincerely,

The Carmer Family
Cincinnatus, NY 13040




tom Brown [REDACTED]

Fwd: Truxton Academy Charter School

Email [REDACTED]
To: Tom Brown [REDACTED]

Thu, May 25, 2017 at 6:46 AM

Sent from my iPhone

Begin forwarded message:

From: Fawn Scran [REDACTED]
Date: May 24, 2017 at 9:26:42 PM EDT
To: [REDACTED]
Cc: [REDACTED]
Subject: Truxton Academy Charter School

To whom it may concern:

As a Truxton Elementary school alumni, local attorney and Truxton reside I want to express my support for the Truxton Academy Charter school. Our community needs and deserves a local elementary school. After discussing the charter school with other community members it is evident that this school is supported by our community.

Throughout the last year the members of the charter school board have demonstrated their ability to engage the community through their well attended events. I was able to attend an Easter egg hunt, community garage sale, Beauty and the Beast Dance and a fundraiser gala. Each of these events was well planned and thought out. The passion of these board members to establish the Truxton Academy Charter school is unwavering. These are individuals who want what is best for our community.

When you decide whether or not to approve this charter school please think about the children in our community. They deserve the opportunity to attend a school close to home, with opportunities that can only be found in a rural setting. There is no doubt in my mind that the Truxton Academy Charter school will be established and well attended upon its opening.

Thank you,

Fawn A. Scran

Sent from my iPhone



tom Brown [REDACTED]

Fwd: Truxton Academy Charter School

Patty Henry [REDACTED]

Tue, May 30, 2017 at 2:35 PM

To: Tom Brown [REDACTED]

----- Forwarded message -----

From: **Donald French** [REDACTED]

Date: Tue, May 30, 2017 at 2:25 PM

Subject: Truxton Academy Charter School

To: [REDACTED]

I am writing in support of the Truxton Academy Charter School. As the only agricultural-based elementary school in New York State, it will offer a unique opportunity for children to learn in a hands-on environment about the agribusiness. It will also be supplemented by 5 area colleges.

Truxton has always been a dairy farming community. It would be nice to see that way of life strengthened and expanded. This charter school would provide a strong component.

Donald R. French[REDACTED]
Truxton, NY 13158

Please note my new email address.

Donald French | Senior Broker

CBRE|Syracuse | Brokerage Services

[REDACTED] Syracuse, NY 13203

[REDACTED] www.cbre.com

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tom Brown [REDACTED]

Fwd: Support Letter

Email [REDACTED]
To: Tom Brown [REDACTED]

Wed, May 31, 2017 at 3:31 PM

Sent from my iPhone

Begin forwarded message:

From: "C. Leaf Carmer" [REDACTED]
Date: May 31, 2017 at 3:26:12 PM EDT
To: [REDACTED]
Subject: Support Letter
Reply-To: "C. Leaf Carmer" [REDACTED]

May 31, 2017

To Whom It May Concern,

As a parent in the rural area, I am thrilled with the possibilities of the Truxton Academy Charter School! I know it will be a powerful addition to the elementary education choices for the school districts in this area. It will add significantly to the educational opportunities for elementary-age students through hands-on learning that will engage children, parents and community members.

I fully support Truxton Academy Charter School's application, and hope for my child to attend in the future.

Thank you for your kind consideration of this School's request.

Sincerely,

C Leaf Carmer
[REDACTED]
Cincinnati, NY 13040
[REDACTED]

McGraw, NY 13101
June 7, 2017

New York State Education Department
89 Washington Avenue
Albany, New York 12234

RE: Truxton Academy Charter School

To Whom it May Concern:

I am writing to express my support for the proposed Truxton Academy Charter School. If approved, this innovative charter school would be the first agricultural-based public elementary school to be offered in New York State. The first to offer project based learning with elements in Science, Technology, Engineering and Math with an on-site Rural Life Lab and partnerships with established educational, agricultural and forestry institutions and businesses.

I believe an elementary school offering these unique educational opportunities in Central NY will be an asset not only to the local communities and school districts but also to Cortland County as well as New York State. Governor Cuomo, in the 2017-2018 NYS Budget, has included record funding for agricultural education programs and related projects demonstrating his support to ensure that agriculture will remain a strong and vital economic industry in NYS. In February of this year, commemorating 100 years of formal agricultural education in New York State, Agriculture Commissioner Richard A. Ball stated "Here in New York, we are proud to be a national leader when it comes to agriculture education and I am grateful to be part of an administration that recognizes the importance of carrying that legacy forward."

Historically, consideration for opening new charter schools in NYS has been focused mainly on the needs of students in low-income urban areas and not on the needs of rural communities that have similar needs but not the same opportunities and choices that charter schools can provide. I believe opening the Truxton Academy Charter School right in the heart of Central NY could be a perfect opportunity to invest in agricultural education. With education, much like agriculture, "You must never underestimate the power of planting a seed."

Sincerely,

Mary Heider



tom Brown [REDACTED]

Fwd: Support letter

1 message

Email [REDACTED] Fri, Jun 9, 2017 at 3:48 PM
To: Tom Brown [REDACTED]

Sent from my iPhone

Begin forwarded message:

From: Terry Ann [REDACTED]
Date: June 9, 2017 at 3:18:04 PM EDT
To: [REDACTED]
Subject: Support letter

I would like to encourage our State Education Department to approve the creation of the Truxton Charter Academy. As a retired educator from this area I feel that a Charter School in this rural community would be an excellent addition. I have researched their curriculum and I find it exciting, with fresh and new ideas for learning. Please help the youth of this community and surrounding communities have this opportunity to grow and develop with these new ideas and methods.

Respectfully,
Terry Ann Smith

Sent from my iPhone



tom Brown [REDACTED]

Fwd: Truxton Charter School

Email [REDACTED]
To: Tom Brown [REDACTED]

Tue, Jun 13, 2017 at 3:17 PM

Sent from my iPhone

Begin forwarded message:

From: Charles Stackhouse [REDACTED]
Date: June 13, 2017 at 3:11:16 PM EDT
To: [REDACTED]
Subject: Truxton Charter School
Reply-To: Charles Stackhouse [REDACTED]

June 13, 2017

To Whom It May Concern:

I am writing to express my support for the Truxton Academy Charter School. I believe that TACS will be an incredible asset and of great benefit to our children, families, and local community. TACS will fill a need in our community for K-6 education focused on agriculture, science, technology, engineering, and mathematics. The school is located in a primarily agricultural area. TACS will partner with area agri-businesses to give students first-hand education using rural and environmental resources. Students will thrive in TACS's hands-on and collaborative learning environment.

I support the approval of the Truxton Academy Charter School.

Sincerely,

Charles Stackhouse[REDACTED]
Bluff Point, NY 14478
[REDACTED]



tom Brown

Fwd: Truxton Charter School

Email: [redacted]
To: Tom Brown [redacted]

Fri, Jun 9, 2017 at 8:48 PM

Sent from my iPhone

Begin forwarded message:

From: "Eunice Tabor" [redacted]
Date: June 9, 2017 at 7:57:57 PM EDT
To: [redacted]
Subject: Truxton Charter School

Rev. Eunice M. Tabor
[redacted]
Ithaca, NY 14850

May 2017

Truxton Academy Charter School
[redacted] Truxton, NY 13158
and
NYSED Charter School Office

To Whom It May Concern:

I support the Truxton Academy Charter School.

It will be a tuition-free public school and and I believe will greatly benefit the children, families, school districts, and communities in New York State!

Truxton Academy Charter School will be the first rural agricultural-based public elementary school in New York State. It will offer: hands-on learning in a Rural Life Lab with live farm animals, monthly field trips and projects with an agricultural or forestry business, Spanish language, and learning partnerships with 5 local colleges!

In our world today, our children need the best education possible and I believe that hands on learning will prepare our students for life more than

9/26/2017

Gmail - Fwd: Truxton Charter School

simply rote learning. Please consider awarding a charter to this cutting edge charter school plan. Thank you for your consideration.

Sincerely,
Eunice M. Tabor

Memorandum

To: The New York State Education Department
From: Ann Marchewka RN, PhD
Date: June 13, 2017
Re: Truxton, New York Charter School Application

This letter is written in strong support of establishing a Charter School in the wonderful community of Truxton, New York.

My dear friends Cathy and Eric Johnson, are long standing members of Truxton, and I join them in this endeavor to strengthen education for the children and families of their community.

As a nurse and educator, I would be happy to offer my assistance, through the Johnsons, to ensure the necessary support is provided, including application and grant writing.

Should I be able to provide further information or support, don't hesitate to contact me at

████████████████████

Thank you for your consideration and I wish you the best in this most important endeavor.

June 14, 2017

Truxton Academy Charter School
& NYSED Charter School Office
P.O. Box 102
Truxton, NY 13158

To Whom It May Concern:

I am writing to express my support for the proposed Truxton Academy Charter School.

As a tuition-free public school, it will greatly benefit the children, families, school districts, and communities in New York State. Truxton Academy Charter School will be the only agricultural-based elementary school in New York State to offer: hands-on learning in a Rural Life Lab with live farm animals, monthly field trips and projects with an agriculture or forestry business, Spanish language, and learning partnerships with five local colleges!

As you will note from my address, I currently live in California and you may wonder why I am taking the time to write you. But I have seen firsthand and many times just how charter schools can help their communities thrive. This is particularly the case where a school community has been in place for many years and then no longer exists. A charter school will help keep Truxton strong.

Charter schools in my community, as I am sure you will see in yours, enjoy an enormous amount of volunteer support, whether from parents, grandparents, or other citizens who like to help out in their community.

A town with a school community is a town that will continue to grow.

Sincerely,

Christine Hunsicker


Santa Rosa, California 95409

[REDACTED]
Truxton, NY 13158

September 29, 2017

New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

Betty A. Rosa
Chancellor and Board of Regents Members

Dear Ms Rosa and Members,
Enclosed is my letter I am submitting to the Homer School Board, Homer NY, during the public hearing on October 3rd to be held at the auditorium in reference to the formation of the local "Truxton Rural Charter School" offering my support for the charter school.

Truxton Rural Charter School Commitment

The Truxton Charter School would engage grades K-4 to start. All that this Charter School can offer will more than likely draw more families to the district. Therefore siblings of higher grades would be filtrating the local high schools as well expanding their enrollments. A "win-win" goal.

The following objectives we aim to strive for:

- Provide choice, innovative learning experience for elementary students.
- Develop career readiness skills in Science, Technology, Engineering, Math, Spanish Language and much more.
- Introduce agricultural awareness using hands on experiences.
- Provide opportunities for local colleges, universities and agricultural business to interact with the students.
- Provide and grow students own food source.
- Teach humanity ethics to care for animals and fowl.
- Educate and instill environmental practices at a young age.

Statistics proven:

- Charter Schools educate mostly poor, minority kids posted a staggering 95 percent proficiency rate in math and 84 percent in English.
- The charter sector again posted great exam results, outpacing their traditional counterparts.
- A total of 48 percent of city charter students were proficient in English, up markedly from 43 percent. In math, 51.7 percent hit the mark, up from 48.7.
- The small size and parental involvement often equates to less discipline problems overall.
- Charter school communities are typically close-knit, since all applicants choose to attend for a common reason.
- Charters are often smaller schools as well, lending to a closer community where every teacher knows your child's name.
- Parental involvement is often encouraged and sometimes even required by charters, which adds to the sense of family.

New York's charters offer hope — and the special interests seeking to crush them are working to deny it and deny our youth choices.

This local "Truxton Rural Charter School" will offer an opportunity to do well — giving families the chance to engage in an environment that helps children soar to the best of their ability.

Think about all the potential that regular public schools can't offer due to crowding and time constraints along with the "mandates" required. I am not bashing the public sector, I have two wonderful children in the teaching industry at Homer, and I am extremely proud of them. They agree that a smaller class room is much easier to teach one on one. They both grew up here in Truxton. They had 4 point average and their children also graduated with the same. We must be doing something right.

"It's long past time for the teachers union and some of their elected allies to stop stifling the growth of these excellent public charter schools by disparaging their results and denying them access to improve our young people." "After all it is to the good of everyone."

These "positives" for the formation of the Truxton Rural Charter School would out-weigh any fiscal increase, if ANY. I consider our youth worth every penny spent.

Cordially your,



Karen Reome
cc Homer District Attorney, Harris Beach
cc Truxton Rural School Committee

[REDACTED]
Cincinnati, NY 13040

October 1, 2017

NYSED Charter School Office
89 Washington Ave.
Albany, NY 12234

Reference: Truxton Academy Charter School

I am writing in support of the Truxton Academy Charter School. The education of our children is of prime importance in the restoration of a sane and healthy balance, and the preservation of our world as a whole. It is imperative that youth are raised and educated in a manner that will empower and instill in them the significance of their own role in this effort. This school will be of real value to our students and our world.

As a parent, classroom volunteer, 4-H Club Leader, and retired 4-H Educator, I have experienced time and again the benefits of hands-on discovery and its role in the growth and development of young people. I have repeatedly seen the awakening of new ideas in the faces and questions of children from county schools while teaching an annual hands-on station in agricultural awareness at the Cortland County Cornell Cooperative Extension-sponsored Ag-Stravaganza (which reaches close to 600 4th graders over two days for the last 20 or so years). I saw the same fascination and curiosity when I facilitated Incubation & Embryology in many classrooms over the years. The opportunity for personal interaction works wonders for children.

The proposal for the Truxton Academy Charter School has been carefully and thoughtfully explored and presented. I have no questions as to the value of the Board Members' intentions, their ideas, the mechanics of their building on and conveying them, nor the very real importance of their acceptance. The students will benefit and the community will benefit. Down the road a few years, I have no doubt that the whole world will benefit from some of the ideas that these young people will bring to fruition as a direct result of how life's secrets were presented to them and how they continued to explore.

This option for personal exploration is precious and immeasurable in its worth. The opportunity is open to all. It will provide individual attention to each student's needs, and it will provide a strong foundation for continuance of applied learning skills, no matter what life may hold in store.

The advantages of our rural setting will enhance learning prospects and connections in the school-work-family-community ties. I hope that this application for a pioneer New York State endeavor for growth through a unique educational opportunity is supported and approved.

Thank you.

Yours truly,

Jo Ellen Roehrig



tom Brown [REDACTED]

Fwd: Truxton Academy Charter School

Email [REDACTED]
To: Tom Brown [REDACTED]

Fri, Jun 23, 2017 at 9:50 AM

Sent from my iPhone

Begin forwarded message:

From: ann ludke [REDACTED]
Date: June 23, 2017 at 9:36:07 AM EDT
To: [REDACTED]
Subject: Truxton Academy Charter School

As a former adult educator, I worked with adults without diplomas for twenty plus years. I saw the results of those students turned off by the traditional educational system: those who saw no relevance to what they were studying, those who were bored, those who were non-traditional learners, and others. I saw them succeed in obtaining their high school diploma through using community resources, hands on learning activities related to their personal world, and exploring new experiences.

I believe that the Truxton Academy Charter School would present a format that would engage students in learning. It would make learning relevant to their surroundings, expand their horizons and interests.

This area of NYS is rural with a capital R. The countryside is dotted with farms. One cannot "go to town" without seeing a tractor, farm machinery harvesting, or animals along the way. What better way to address all aspects of learning than through what is already familiar to the child?

I whole-heartedly endorse this proposal.
Ann Ludke



tom Brown <[REDACTED]>

Fwd: Truxton Academy Charter SchoolEmail [REDACTED]
To: Tom Brown [REDACTED]

Tue, Jun 27, 2017 at 8:39 AM

Sent from my iPhone

Begin forwarded message:

From: Larry Franks <[REDACTED]>
Date: June 27, 2017 at 8:09:10 AM EDT
To: [REDACTED]
Subject: Truxton Academy Charter School
Reply-To: Larry Franks <[REDACTED]>

To Whom It May Concern,

As a retired teacher with 33 years of experience in the formal classroom and 12 years of experience as a tutor on both the high school and college levels, I support the Truxton Academy Charter School. It will be a tuition-free public school and an asset to the local school districts. It will greatly benefit the children, families, and communities in this area. In addition, it will be the only agricultural-based public **elementary** school in New York State to offer: hands-on learning in a Rural Life Lab with live farm animals, monthly field trips to agribusinesses, Spanish, and learning partnerships with 5 colleges. In other words, the Truxton Academy Charter School will be a *pioneer learning institution* that offers unique educational experiences for the children of this area.

Respectfully submitted,

Larry G. Franks



tom Brown [REDACTED]

Fwd: Truxton Academy Charter School

Patty Henry [REDACTED]
To: Tom Brown [REDACTED]

Mon, Oct 2, 2017 at 3:25 PM

----- Forwarded message -----

From: **Willie & Peggy Becker** [REDACTED]
Date: Mon, Oct 2, 2017 at 2:20 PM
Subject: Truxton Academy Charter School
To: [REDACTED]*October 1, 2017*

To Whom It May Concern,

As a grandparent, I am thrilled with the possibilities of the Truxton Academy Charter School to be a powerful addition to the elementary education choices for the school districts in this area. It will add significantly to the educational opportunities for elementary-age students through hands-on learning that will engage children, parents and community members.

I have three grandchildren in the Homer School District plus on on the way, the oldest is now in kindergarten. I would like to see these children be given the opportunity to benefit from the education that the Truxton Academy Charter School wants to bring to our rural community.

I fully support Truxton Academy Charter School's application, and thank you for your kind consideration of this School's request.

Sincerely,

William E Becker
[REDACTED]*Georgetown, NY 13072*
[REDACTED]



tom Brown

Fwd: NYSED Charter School

1 message

Patty Henry

To: Tom Brown

Mon, Oct 2, 2017 at 1:45 PM

----- Forwarded message -----

From: **Silas Pandori**

Date: Mon, Oct 2, 2017 at 1:40 PM

Subject: NYSED Charter School

To:

To Whom It May Concern,

I am writing to express my support for the Truxton Academy Charter School (TACS). I believe TACS will be an incredible asset and of great benefit to our children, families, school districts, and local communities. It will fill a need for K-6 education focused on agriculture, science, technology, engineering, and math.

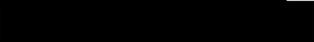
The school is located in a primarily agricultural area. TACS will partner with area agri-business to give students first-hand education using rural and environmental resources. Students will thrive in TACS's hands-on and collaborative learning environment.

I support the approval of the Truxton Academy Charter School.

Sincerely,
Silas Pandori

tom Brown **Fwd: support for TACs**

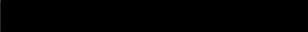
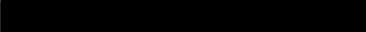
1 message

Email 
To: Tom Brown 

Mon, Oct 2, 2017 at 10:10 PM

Sent from my iPhone

Begin forwarded message:

From: Linda caveney 
Date: October 2, 2017 at 8:41:58 PM EDT
To: 
Subject: support for TACs

(Today's Date)

To whom it may concern:

I am writing to express my support for the Truxton Academy Charter School (TACS). I believe that TACS will be an incredible asset and of great benefit to the children, families, and the local community.

TACS will fill a need in the community for K-6 education focused on agriculture, science, technology, engineering, and mathematics. There is an ever-growing demand for greater emphasis on STEM disciplines in education, and research shows that students who are introduced to STEM disciplines before high school can develop early interest in these fields and improve their performance in math and science. The school is also located in a primarily agricultural area. TACS will partner with area agri-businesses on a consistent basis to give students first hand exposure and education on the many facets of agriculture today.

Students will thrive in TACS's hands-on and collaborative learning environment. Each student will follow an Individualized Learning Plan tailored to their needs to encourage each child to reach their fullest potential and become lifelong learners.

I support the approval of Truxton Academy Charter School and would be very happy to see another school of choice in our community.

I am not a resident but support this charter school.

Linda Caveney


Freeville, NY 13068

9-20-17

Dear Sirs,

I was informed by my sister of the efforts that the parents around-Tuxton, N.Y. would like very much to have a charter school in their area. I think it is a very good idea.

There are many reasons for this. Smaller classes with the ability of the teachers to give one on one instruction to the kids who show they need it. In the Kansas City area they seem to be doing quite well:

Many children are ~~intimidated~~ intimidated when they are bussed to another area to go to school. It brings on the threat of bullying. To face it we want happy kids

Even though the Boy & Girl Scouts, 4-H and FFA are national organizations, everyone of them have local chapters where the kids live and are familiar with other members

I feel that with these large centralized schools there have been a lot of kids that have fallen through the cracks. A less stressful environment goes a very long way when trying to teach a child.

Sincerely,

Robert Merrill

9/27/2017

To whom it may concern:

I am writing to express my support for the Truxton Academy Charter School (TACS). I believe that TACS will be an incredible asset and of great benefit to our children, families, and local community.

TACS will fill a need in our community for K-6 education focused on agriculture, science, technology, engineering, and mathematics. There is an ever-growing demand for greater emphasis on STEM disciplines in education, and research shows that students who are introduced to STEM disciplines before high school can develop early interest in these fields and improve their performance in math and science. The school is also located in a primarily agricultural area. TACS will partner with area agri-businesses on a consistent basis to give students first hand exposure and education on the many facets of agriculture today.

Students will thrive in TACS's hands-on and collaborative learning environment. Each student will follow an Individualized Learning Plan tailored to their needs to encourage each child to reach their fullest potential and become lifelong learners.

I support the approval of Truxton Academy Charter School and would be very happy to see another school of choice in our community.

Sincerely,

Thomas J. Hart





tom Brown

Truxton Academy Charter School Support

2 messages

Elle Abel

Mon, Sep 26, 2016 at 3:19 PM

To
Cc

To Whom It May Concern, I am writing to express my support for the approval of the Truxton Academy Charter School proposal for authorization buy NY State Education. I am a resident of the Madison High School district in Madison County. I have lived and worked in Madison County, Onondoga county, and surrounding areas as a Physician Assistant and educator and advocate for public education. I am personally aware of the expertise and dedication that has gone into the effort for the Truxton Charter School and have met with the board and served as a board liaison and supporter in this effort. I am very impressed with the dedication, passion and accomplishments of this group to assure that they can provide quality education to the children. I believe that the Charter School will be an incredible asset to the children, families, and local community for the following reasons:

- 1. Truxton Academy will fill a long-standing need in our community for an alternative to traditional public education.*
- 2. Many families here have home-schooled, cooperatively educated, hired a private teacher, driven to private schools, or opted for one of these approaches for years.*
- 3. There is an obvious and present strong commitment from parents to be actively involved in their children's education and to create an educational alternative for their children..*

As families have attempted to sustain something outside of the public school system it has proved: either difficult financially for families to maintain; wearisome for children to spend long hours commuting;, and people end up relocating to town to have greater access to educational options. Truxton Academy Charter School would provide an educational option for "at-risk students", which can increase their chances of educational success. One of the definitions of "at-risk" is children living in a high free (reduce price) lunch area. The area traditionally served by the Truxton Academy Charter School area population has a relatively high rate FRPL, with the previous school zone having a 50 to 55% FRPL while the district school has a 40 to 45%.

The children need educational options that will help them to move beyond their economic limitations and have equal opportunity and access to educational options. Truxton Academy Charter School will work to collaborate with existing public schools in the area to unite and enrich local students education. Potential areas for partnership include: sports programs, music and fine arts programs, and community celebrations. I support the approval of Truxton Academy Charter School to serve students in our community. I also see this as a pilot program that is very well developed and organized with a strong support of board members and non-board member supporters in the community and I believe it will prove to be very successful. I value the School's mission. I would be happy to see a school of choice in our community.

Please consider my testimony on behalf of the effort of the Truxton Academy charter school. I am happy to speak with you directly or provide additional research and documentation that supports this very professional and dedicated community effort.

Sincerely,

Eleanor H. Abel PA,MS

tom Brown <tomlydia@gmail.com>

Mon, Sep 26, 2016 at 3:21 PM

[REDACTED]
Truxton, NY 13158-3107
September, 13, 2017

New York State Education Department
The Regents of the University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

Dear Board of Regents and Charter School Office Staff,

I write in full support of the Truxton Academy Charter School (TACS), a school designed to be an incubator for developing innovative, creative, dynamic, and critical thinkers. In today's world of technology, with information available almost instantaneously, the requirement for filling students with facts is obsolete. What is needed is students who retain their early childhood natural state of inquiry and inquisitiveness, and who can use that questioning and curiosity to become problem solvers and life-long learners.

Children are innately drawn to the natural world—to plants, to animals, to the environment. TACS will provide the opportunity for students to work with these entities by incorporating an agricultural and environmental focus at TACS. That focus can provide a natural absorption of many STEM principles and lessons through project based learning--learning through doing, one of the easiest methods for learning, comprehending, and retention. It is also activity permissive education, allowing children to move and to be physically active while engaged in learning activities. It has become evident that sitting for much of the day is unhealthy for adults and most certainly for children.

I am highly supportive of parental and community involvement in schools. Embracing a wide variety of resources will add depth and breadth to the TACS experience for students. As a parent of two children who homeschooled, I know how instrumental having access and engagement in the wider community, as well as learning through doing, was in their development to both now be successful entrepreneurs.

TACS has my wholehearted support. A rural charter school such as TACS will break new ground in NYS, but similar models in other parts of the country have been highly successful. For example, the Rural Life Center in Walton, KS is in the top 5% of schools in Kansas and now has a long waiting list of students.

Please support the application for the Truxton Academy Charter School and allow the first rural charter school in New York State to come to fruition. It will be education for today's world.

Sincerely,

Kathie Arnold

Kathie Arnold



tom Brown [REDACTED]

Truxton Academy Charter School, Truxton, NY

Julie Brown [REDACTED]

Sun, Oct 2, 2016 at 7:39 PM

Reply-To: Julie Brown [REDACTED]

To: "[REDACTED]"

To Whom it May Concern,

I am writing in support of this wonderful educational project that will benefit our rural area. Not only is this school model one that will benefit generations of citizens within its borders it allows for us to repurpose our town building. I am aware of the Homer district issues with this proposed school, its founding members and am here to inform this Charter School Committee that Truxton Academy Charter School board has worked diligently to follow all precepts, laws and rules regarding the formation of this special school while working to create a cutting edge educational methodology. It has worked closely with the district inhabitants and has bent over backwards to accommodate the district. I cannot say the same for this district. It is disappointing, actually.

Also to be noted about this school is that through the endeavor of its founding board we will see an agriculturally project based learning ideology which appears to be a plus for atypical learners and those with special needs. It will fill a niche that has long been underserved.

Thank you for your time,

Julie Wilder-Brown

October - 3 - 2017

To whom it may concern:

We are "Senior Residents" of
Homes Central School District
and give our positive
support for Tuxton Academy
Charter School. We feel
it is a wonderful opportunity
for all students looking
for a personalized education.
It would also be a great
asset for our Tuxton
community and many other
rural communities. Tuxton
Academy Charter School has
our whole hearted support.
Please listen with open minds
to how we feel regarding
education for our children.
Thank you for considering
our request.

Sincerely
Lonnell O'Donnell

Robert² O'Donnell

[REDACTED]
Truxton, NY 13158
[REDACTED]

15 September 2017

NYSED Charter School Office
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Concerning Charter Schools and in particular the Truxton Academy Charter School

To whom it may concern:

Coming from a small rural town with strong agricultural influence, I am very aware of the importance of developing minds and not getting by on basics or physical, low skilled abilities. Exposure to typical school curriculum did little to unlock thought provoking inspiration or problem solving capability. Learning was at times difficult because there was no application or reinforcement. It is very inspiring to see that some innovative people have formed a unique environment where developing good learning tools and skills is a core concept that will affect coping and knowledge development in later grades but in later professions as well. The focus is not just on presentation of subject matter, but on interaction with students. The Project Based Learning provides the missing link for practical application in current cultural setting but also develops thought processes and learning abilities. It is logical that the stressful nature of memorizing facts and detail of legacy criteria is reduced in those projects because the Courses use practical application to engage the student. K-6 is a transitional period and the rate at which children learn varies from child to child, more interaction by teachers with low teacher to student ratios will also help provide the one on one time that may be needed. Developing learning traits and skills will have beneficial effects that will be applied in the remaining school years let alone in all future roads of life. Charter schools like the Truxton Academy is a major step in the preparation and success of our future generation. This unique and out of the box concept is awesome and what we desperately need today.

Respectfully, concerned parent.

Fred Moxley



To whom it may concern,

I am a 24 year resident of Truxton, NY and the mother of two grown sons (28 and 30) who grew up in Truxton. I wholeheartedly support there being an agriculturally focused, charter school in Truxton. Our community suffered a huge loss with the closing of our grammar school, Hartnett Elementary. Our school was the center of our town. Our young children didn't have to be bused long distances. The whole town would turn out for plays, science fairs, sports, and much more. Our school is located right in the middle of our town, making it convenient for our children and convenient for our community. Many hard working, dedicated community members have worked very hard, first to purchase our school building, and then to try to set up our school as a charter school. Having a charter school here will draw young families back to Truxton. It will breath life back into our community! Please, support the Truxton Academy Charter School!

Sincerely,

Alison Frost


Truxton, NY 13158

June 21, 2017

NY State Education Department
89 Washington Ave.
Albany, NY 12234

Re: Truxton Academy Charter School

To Whom It May Concern:

I am writing to express support for the Truxton Academy Charter School. If approved, it will be the only tuition free agricultural-based public elementary school in New York State. It will have an on-site Rural Life Lab, live farm animals and a greenhouse for hands-on learning. Monthly field trips to agricultural businesses, and partnerships with area colleges will provide even more unique learning opportunities for children.

Agriculture is a large component of New York State, especially here in Central NY. Truxton would be the perfect location to promote and encourage agricultural and environmental education at the elementary school level. The area within 5 miles of the school is rich in farm production including beef, pork, dairy, organic dairy, and numerous crops. There are also many smaller family-run farms that produce maple syrup, honey, and farm fresh eggs. These different types of farming in the community will further enhance the school's educational goals. The Great NYS Fair is also right here in Central NY, which every year provides opportunities for youth to participate and compete in agricultural events that foster career and leadership development.

As someone who grew up in the neighboring town of Solon with 9 brothers and sisters, I see the real value in strengthening rural education by providing educational opportunities that meet the needs of our children. When done correctly, families in rural communities should be able to exercise choice in a school that will improve learning and achievement much like other families in urban and suburban areas.

As a resident of Cortland County and a Councilperson in the Town of Solon, I strongly support the Truxton Academy Charter School.

Paul Heider


McGraw, NY 13101

label:tacs-letters-of-support

Gmail

Remove label

More

COMPOSE

Fwd: Truxton Academy Charter School

TACS Letters of Support x

Inbox (568)

Starred

Important

Sent Mail

Drafts (591)

[imap]/Trash (17)

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Tina Matychak

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Remy Chan

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Nicole Adam

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Anastasia St. Johr

You: thanks for sendin



Reggie Cayetano

You were in a vide



Lori Bethke

You: ernest died, callir



Erik Wilson

You: no problem. keet



Email

to me

Sent from my iPhone

Begin forwarded message:

From: "[redacted]"
 Date: June 19, 2017 at 6:01:35 AM EDT
 To: "[redacted]"
 Cc: "[redacted]"
 Subject: Truxton Academy Charter School
 Reply-To: [redacted]

Dear Board,

I am writing to ask you to please approve the Truxton Ac is very important to have a school right in the community.

The Truxton Academy Charter School will offer a hands o agricultural community. It will offer an innovative Rural Lif that have offered to sponsor classes are diverse mix: a cc a fruit and vegetable farm stand. What a wonderful oppo technologies that support them.

The economy in the village of Truxton is at risk. One prin closing of our public elementary school has hurt us as a c whole. With the opening of the Truxton Academy Charter will fall and our contribution to the property tax base of the less attractive to young families who want their young chi

The Truxton community has come together and worked h than what we lost, something unique in our state, an agric students.

Thank you for your attention to this matter.

Sincerely,
Andrea G Martin

[redacted]
Truxton, NY 13158



tom Brown <[REDACTED]>

Fwd: Truxton Academy Charter School Support Letter

1 message

Email [REDACTED]
To: Tom Brown [REDACTED]

Wed, Jun 28, 2017 at 4:47 PM

Sent from my iPhone

Begin forwarded message:

From: [REDACTED]
Date: June 28, 2017 at 3:46:42 PM EDT
To: [REDACTED]

Subject: Truxton Academy Charter School Support Letter

To Whom it may concern:

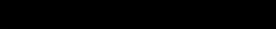
I am writing in support of the Truxton Academy Charter School. As a tuition-free public elementary school in a rural location, the agricultural environmental connections will be an asset and opportunity for children, families and residents. It can be a real life hands on day to day connection to learning.

As a resident and tax payer I have faith in the Truxton applications and thank you for your consideration.

Donna Judd

tom Brown **Fwd: Truxton Academy Charter School Support letter**

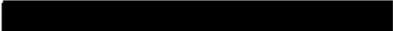
1 message

Email 
To: Tom Brown 

Wed, Jun 28, 2017 at 4:59 PM

Sent from my iPhone

Begin forwarded message:

From: 
Date: June 28, 2017 at 4:49:23 PM EDT
To: 
Subject: Truxton Academy Charter School Support letter

To Whom It May Concern,

As a community member I am writing to express my support for the Truxton Academy Charter School. It will be a tuition-free public school and an incredible asset to our children, families and local community. It will fill a need in our community for K-6 education focused on agriculture, science, technology, engineering and mathematics. The school is located in a primarily agricultural area and students will thrive in this school's hands-on and collaborative learning environment. I fully support Truxton Academy Charter School's application and thank you for your kind consideration of this school's request.

Sincerely,

Donald J. Scott



tom Brown



Fwd: Truxton Academy Charter School Support letter

1 message

Email [redacted]
To: Tom Brown [redacted]

Wed, Jun 28, 2017 at 4:59 PM

Sent from my iPhone

Begin forwarded message:

From: [redacted]
Date: June 28, 2017 at 4:49:23 PM EDT
To: [redacted]

Subject: Truxton Academy Charter School Support letter

To Whom It May Concern,

As a community member I am writing to express my support for the Truxton Academy Charter School. It will be a tuition-free public school and an incredible asset to our children, families and local community. It will fill a need in our community for K-6 education focused on agriculture, science, technology, engineering and mathematics. The school is located in a primarily agricultural area and students will thrive in this school's hands-on and collaborative learning environment. I fully support Truxton Academy Charter School's application and thank you for your kind consideration of this school's request.

Sincerely,

Donald J. Scott



tom Brown [REDACTED]

Fwd: Support letter for TASC

1 message

Wed, Oct 4, 2017 at 10:01 PM

Email [REDACTED]
To: Tom Brown [REDACTED]

Sent from my iPhone

Begin forwarded message:

From: Christine Daniel [REDACTED]
Date: October 4, 2017 at 9:27:26 PM EDT
To: [REDACTED]
Subject: Support letter for TASC*October 4, 2017*

To whom it may concern:

I am writing to express my support for the Truxton Academy Charter School (TACS). I believe that TACS will be an incredible asset and of great benefit to the children, families, and local community.

TACS will fill a need in the community for K-6 education focused on agriculture, science, technology, engineering, and mathematics. There is an ever-growing demand for greater emphasis on STEM disciplines in education, and research shows that students who are introduced to STEM disciplines before high school can develop early interest in these fields and improve their performance in math and science. The school is also located in a primarily agricultural area. TACS will partner with area agribusinesses on a consistent basis to give students first hand exposure and education on the many facets of agriculture today.

Students will thrive in TACS's hands-on and collaborative learning environment. Each student will follow an Individualized Learning Plan tailored to their needs to encourage each child to reach their fullest potential and become lifelong learners.

I support the approval of Truxton Academy Charter School and would be very happy to see another school of choice in that community.

Sincerely,

Christine Daniel[REDACTED]
Liverpool, NY 13090

Charter School Letter

Good Evening;

The future favors the bold. Innovation and adaptation are the hallmarks of our time. The time is right for a new charter school. One that will meet the needs of our school district, community and most importantly our children. It's time for Truxton Academy Charter School. Change is difficult. We must transfer our high values to new learning styles and community standards. This vision will equip our children for the future they will face. If we give our children a chance they will succeed, better than we can imagine. It's time for a better future. It's time for Truxton Academy Charter School.

Sincerely,

James J. & Michelle A. Denkenberger

Parents of four children



Michelle A. Denkenberger

Look to the Future

Good Evening Everyone;

My name is Michelle Denkenberger. My husband ,Jamie and I have four children. Two of which have graduated and two still in Homer High School. Our children attended Hartnett Elementary School. I have a Bachelor's Degree in Elementary Education and a Master's Degree in Teaching Reading.

I am here in support of the Truxton Academy Charter School. Our school, our community and New York State need something to bring people back to New York. I believe that students who are accustomed to learning as they solve problems can create new inventions that solve the next problems that come along. It becomes a way of life for them. Project based learning is more memorable for the students. This will help improve their test scores. Our taxes are going up and our scores have been going down. Our students need to be able to compete in todays world, and our teachers will benefit from the Charter School, whether they see it as collaboration or competition. Innovation is what New York was known for in the past, and needs to be known for again.

How many teachers out there have heard their students say, "When am I ever going to use this again?" How would you like to have a different answer for that question.

How would you like to have a class that doesn't see a need to ask it.

I believe that we should support the youngest and most vulnerable members of our community. The Truxton Academy Charter School would include half hour bus rides instead of hour long bus rides for the Truxton children, and smaller class sizes for all children in the District. When your family goes on a hike you don't give the heaviest pack to the 5 year old child.

Sincerely,
Michelle

Michelle A. Denkenberger

Elaine L. Sturges

September 24, 2017

Ms. Mary Ellen Elia
Commissioner of Education
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Ms. Elia:

As a 35-year landowner and taxpayer to the Homer Central School District, I have noticed significant increases in our school tax bills while student enrollment and academic achievement has decreased. The Homer Central School District needs to increase student enrollment and raise academic achievement levels!

The Newton School District, a rural district in Kansas, experienced the same scenario. That District's superintendent tried an innovative approach to the situation! He created the Walton Rural Life Center, a rural agricultural-based elementary charter school. This school promotes hands-on learning in which students apply academic skills as they care for live farm animals on the school grounds and partner with local businesses for monthly projects and field trips. The Walton Rural Life Center has more than doubled the School's enrollment and raised students' academic achievement levels to the top 5% in the State!

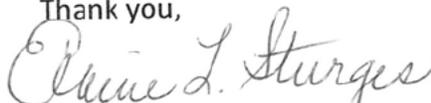
For the past 40 years, my educational career has included: teaching at the early childhood, elementary, and college levels, as well as facilitating workshops for teachers and coordinating statewide conservation education programs in Colorado and Wyoming. As an educator, I understand the variety of ways children learn and the importance of offering multiple pathways and educational alternatives to help all students achieve success!

Research shows that hands-on learning increases academic achievement. The **Truxton Academy Charter School's** emphasis on: hands-on learning as students care for live farm animals at school, actual projects that utilize academic skills, and partnerships with local businesses and area colleges, will help the Homer Central School District increase enrollment and raise academic achievement levels. As more young families move to the area, the tax burden will be shared by more people.

Cooperation is the key! The Truxton Academy Charter School Applicant Group looks forward to working cooperatively with all staff members of the Homer Central School District as well as neighboring school districts and BOCES. The goal is to maximize educational opportunities for all our students. The Truxton Academy Charter School is the best investment for our school tax dollars!

Please support the establishment of the Truxton Academy Charter School. It will help students succeed and help the Homer Central School District increase enrollment and academic achievement.

Thank you,



Elaine Sturges, Educator

Cc: Governor Andrew Cuomo, State of New York
Elizabeth Berlin, NYSED Executive Deputy Commissioner
David Frank, Director, NYSED Charter School Office
Vickie Smith, New Schools Director, NYSED Charter School Office

Ag elementary school in planning stages

TRUXTON ACADEMY CHARTER SCHOOL

An agricultural elementary school soon may be established in Central New York.

Parents and community members in the Truxton and Cortland, N.Y., area have submitted an application to the New York State Education Department's Charter School Office to create New York state's first rural, public, tuition-free agricultural-focused elementary school — the Truxton Academy Charter School.

The idea of an agricultural elementary school for New York state was inspired by the success of a rural elementary school in Walton, Kansas.

John Morton, superintendent of the Newton School District in Kansas, had the innovative idea of creating the Walton Rural Life Center, a K-4th grade conversion charter school that uses agriculture to teach students about math, science, reading, economics and responsibility.

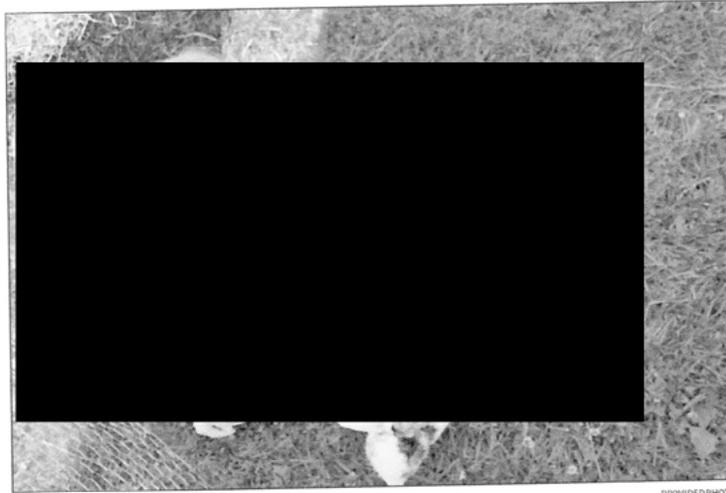
Elementary students take care of the farm animals — chickens, dairy calves, goats, pigs, and lambs — in the school's barn and plants in the garden and greenhouse.

Each class partners with a local farm for monthly field trips and hands-on learning projects.

Morton's farm theme is so successful that the rural school has increased enrollment from 75 students to 210, with a waiting list.

Also, the school's test scores have risen. According to the principal, one hundred percent of students tested at proficient or above in state assessment tests.

The Walton Rural Life Center's success drew the attention of the U.S. Department of Education, which produced a 7-minute video entitled: "Using Agriculture to Spur Achievement — The Walton 21st Century Rural Life Center."



Livia Dawson, shown with her pet rabbit, is a second-grader who wants to attend the proposed Truxton Academy Charter School.

This video can be viewed publicly on youtube.com. As a result, many people nationwide and worldwide visit the Walton Rural Life Center.

During the last two years, community members in the Truxton/Cortland area purchased, renovated, upgraded, and furnished the building that housed Hartnett School for many years.

Several new families already have moved into the area in anticipation of the establishment of the school. Families whose children currently attend private schools or are homeschooled also are interested in enrolling them in the Truxton Academy Charter School.

Several local dairy and beef farms, as well as other local businesses, have volunteered to partner with classes to host



PROVIDED PHOTO

field trips and work with students on projects that integrate science, technology, engineering, math, and language arts.

Working with animals and plants is a study in science, technology, math, reading, and writing.

Students count out eggs in dozens, add and subtract money earned and spent,

and use technology, and language arts to measure and record heights of plants and weights of animal food.

Faculty and staff from SUNY Cortland, SUNY ESF, SUNY Morrisville, and Syracuse University have committed to assisting students with hands-on learning projects and teachers with professional development.

As the Newton School District in Kansas benefited from the Walton Rural Life Center, the Homer Central School District, BOCES, and neighboring school districts in New York state are expected to benefit from the establishment of the Truxton Academy Charter School.

The Truxton Academy Charter School would create 15 new jobs and would seek cooperative contracts with local school districts and BOCES for shared faculty positions, professional development, food service, and transportation for field trips.

Communities in this Central New York region would benefit as more families move in to the area to share the tax burden. The school's Applicant Group is looking forward to working cooperatively with all neighboring communities, school districts, and BOCES.

The Applicant Group for the Truxton Academy Charter School needs lots of letters of support to be successful in the application process.

As of Aug. 15, the Applicant Group has received eight letters of commitment from local farms and agribusinesses that are volunteering time and expertise to partner with the Truxton Academy Charter School for field trips, learning experiences for students and teachers.

For more information on how the agricultural community can help, visit www.truxtonacademycharterschool.org.



PROVIDED PHOTO



PROVIDED PHOTO

An Innovative Way to Increase School Enrollment

(Published in the Cortland Standard, June 2017 – Guest Editorial)

School districts in upstate New York have seen decreasing student enrollments in recent years. That was the same story in a rural elementary school in Walton, Kansas. However, John Morton, the Superintendent in the Newton School District had an innovative idea. His idea was so successful that the rural school increased enrollment from 75 students to 210 students and increased students' academic achievement. According to the principal, one hundred percent of students tested at proficient or above in state assessment tests.

What was his idea? It was the creation of the Walton Rural Life Center, a K - 4th grade conversion charter school that uses agriculture to teach students about math, science, economics and responsibility. The farm theme is so popular that this elementary school has a waiting list for enrollment. At a time when school districts struggle to keep small schools open due to shrinking enrollment, Walton is turning students away for lack of space!

Each class is responsible for taking care of the farm animals and plants at school and partners with a local agricultural business for field trips and hands-on learning projects. Working with animals is a study in math. Students count out eggs in dozens, add and subtract money earned and spent, and measure animal food in fractions.

The Walton School's success drew the attention of the **U.S. Department of Education, which produced a 7-minute video entitled: "Using Agriculture to Spur Achievement – The Walton 21st Century Rural Life Center."** **This video can be viewed publicly on youtube.com.** As a result, many people nationwide and worldwide visit the Walton Rural Life Center, including a local NYS family.

Inspired by the Walton Rural Life Center's success, local parents and community members involved in creating the Truxton Academy Charter School are looking forward to working cooperatively with the Homer Central School District, neighboring school districts, and the Onondaga, Cortland, Madison BOCES. The Truxton Academy Charter School (TACS) will help to increase the school district's total student enrollment and academic achievement levels. Several new families have already moved into the area in anticipation of the TACS. Families whose children currently attend private schools or are homeschooled are interested in enrolling them in the TACS. Local farms and businesses have volunteered to partner with each class to host field trips and work with students on projects that integrate science, technology, math, and language arts. Faculty and staff from SUNY Cortland, SUNY ESF, SUNY Morrisville, and Syracuse University have committed to assisting TACS students with hands-on learning projects and TACS teachers with professional development.

Conscious Discipline, a skill-based classroom management program that creates positive, caring classrooms and a School Family, will be incorporated into the Truxton Academy Charter School. Members of the TACS's Applicant Group recently visited schools in Florida that utilize Conscious Discipline. In the first year of implementing Conscious Discipline, Summerfield Elementary in Riverview, Florida increased its rating from "D" to "B" and decreased discipline referrals from 189 to 4 per year.

As the Newton School District benefited from the Walton Rural Life Center, local school districts will benefit from the Truxton Academy Charter School. BOCES and all area school districts will benefit financially for special education services since many students will already be part of their contracts. TACS will create 15 new jobs and will seek cooperative contracts with local school districts and BOCES for shared faculty positions, professional development, food service, and transportation for field trips. Communities in this area will benefit as more families move into the area to share the tax burden.

For more information, visit TACS's website: www.truxtonacademycharterschool.org

Tenney backs Truxton school

Congresswoman
encourages locals
to voice support

By KEVIN CONLON
City Editor

kconlon@cortlandstandard.net

TRUXTON — Rep. Claudia Tenney, a longtime opponent of charter schools, said Sunday that she strongly supports one in Truxton.

"I do have a reluctance to support charter schools, but there are exceptions," the New Hartford Republican told more than 100 people in the gymnasium of the former Hartnett Elementary School. "Truxton is an exception."

She described damage to communities and long bus trips for children after an elementary school closed in Central Square a few years ago in Oswego County and Maybrook Elementary School in Orange County more recently.

The invitation-only gathering was organized by supporters of the proposed Truxton Academy Charter School, which plans to apply for a third time next month for state approval to open the school in the former school that was closed in 2015 and sold at auction by the Homer Central School District.

Cindy Denkenberger, a member of the charter school's board of trustees, said organizers invited supporters and people open to the project.

Bill Pedrick of East Homer, a member of the Homer Board of Education, the Onondaga-Cortland-Madison BOCES Board of Education and the Central New York School Boards Association, was turned away at the door; he did not have an invitation.

Pedrick said he was concerned the charter school would drain state aid from the Homer Central School District. But he added he would be open to discussing innovative ideas for teaching children.

The charter school supporters are preparing their application for a third review by the state after two denials. The third application process had begun, but was canceled as organizers decided to first rally more support in the face of opposition from Homer schools officials and other critics. Sunday's meeting is part of that process.

Tenney said she sent two letters to the state Education Department in support of the project and she plans to submit more. She is working with other legislators to find funding to assist the school and she spoke recently with the state education commissioner.

Tenney said she got involved after she got a call from then-Truxton Town Supervisor Gus Wehbe. Wehbe said after Sunday's meeting that he supported Tenney during her primary campaign.

"She's been a strong supporter of what we're doing," said Patricia Dawson, a member of the Truxton Academy Charter School board.

"It was very encouraging," said Carl Hinkle, an East Homer farmer who provided much of the funding to buy the school property at auction. "The politics part is difficult."

Standing on the basketball court where he played as a student and a few feet from the stage where he graduated in 1953, Hinkle said he still sees a future for the former school building.

"If there wasn't a need, I would not be as supportive," he said.

Cortland Standard

Local News

August 18, 2017

Learning by doing

Center provides outdoor education inside for youths

By CATHERINE WILDE
Senior Reporter

cwilde@cortlandstandard.net

TRUXTON — Twenty-seven kids sat in a circle Thursday afternoon around Jeanetta Laudermilk in the gymnasium of the former Hartnett Elementary School. One by one they named one thing they had learned over the past week.

“How to build a birdhouse.”

“To wash your boat propeller each time you take it out of the water.”

“That I can have fun without TV.”

On and on they went, writing their takeaways on a paper leaf that would be added to a “learning tree” out in the hall.

The children were all participating in Summer Learning Adventure, a week of educational activities for kids ages 5 to 13 organized by the Truxton Community Center and sponsored by several businesses, includ-



Joe McIntyre/staff photographer

Summer Learning Adventure volunteer Martine McNerney, of Tully, teaches youths how to make impressions of an animal track Thursday at the Truxton Community Center.

ing Twin Oaks Dairy Farm and the Truxton Academy Charter School.

The activities that kids took part in during the day were similar to ones that the proposed charter school would offer, said Laudermilk, who is president of both the community center and a member of the charter school board.

The charter school board is

still seeking state approval, hoping for a fall 2018 opening. The Community Center took over space in the Hartnett Elementary School building after it closed in 2015, intending to fill a void in the community, Laudermilk said.

“When you live out in rural New York, services are very limited and when you lose a school in a rural area it has larger impli-

cations,” she said. “You end up losing the services that go along with it.”

The week of activities, in which learning focused on outdoor experiences and lessons, like tracing leaves and identifying trees based on the characteristics of the leaves, or learning about aspects of the dairy industry, was one way the center decided to help the community this year.

Throughout the week, daily lessons focused on different themes, with Thursday having a farming and technology theme, as kids visited the Ithaca Physics Bus after lunch.

Earlier in the week, students learned lessons ranging from how to clean with non-toxic common household products, to what plant and animal species are invasive in the area.

The kids also participated in an “unplugged” challenge, winning prizes if they did not play video games or watch TV the night before.

Hence one kid’s takeaway from the week’s events: That fun is possible without TV.

RESPONSE 15 – ADMISSIONS POLICY

Enrollment Applications

Families interested in enrolling a child at Truxton Academy Charter School (TACS) will be required to submit a TACS Enrollment Application. To provide for nondiscriminatory application availability, applications will be available, at a minimum, at parent information sessions, for pick-up at the School, and on the TACS website. Families are encouraged to visit the School, talk with instructional, administrative, and other staff, visit classes, and meet currently enrolled students when making the decision about enrolling their children. Every effort will be made to assist families with language or other barriers in completing the application, including providing a Spanish version for ELL families. There will be no fee for submitting an application or any tuition charged for attending the School beyond fees permitted to be charged by public schools. TACS will not impose any arbitrary requirements for application beyond completion of the one-page TACS application. Practices such as requiring parents or guardians to attend an open house, submit to an interview, or tour the School will not be a condition for accepting an application. The TACS staff welcomes all students to enroll, including: those with disabilities, ELL learners, and students eligible for Free and Reduced-Price Lunch (FRPL).

Enrollment Eligibility

Only applicants living in New York State may apply for, enroll in, or attend Truxton Academy Charter School, and all New York State residents are so entitled.

Compliance with Applicable Laws

As a public school, TACS will be open to children who are eligible under the laws of New York State for admission to a public school. The School will follow all applicable State and Federal laws in admitting students. The Truxton Academy Charter School will not discriminate on the basis of, race, color, national origin, sex, disability, or age in its programs or activities, and provides equal access to the Boy Scouts and other designated youth groups. The President of the TACS Board of Trustees will be designated to handle inquiries regarding the non-discrimination policies.

A child will be eligible for initial admission to the school for kindergarten if the child reaches the age of five years old on or before December 31st. All students admitted as provided above will be required to submit completed enrollment forms and information by the date specified in the notice of admission. Wait-listed students will complete enrollment forms upon selection for admission. An admitted student will be subject to the forfeiture of his or her right to enroll or remain on the waiting list if the enrollment form is incomplete. A student who withdraws or is removed from admission or enrollment will not be entitled to reinstatement of a prior

situation. However, withdrawal or removal will not affect such student's right to re-apply for a later school year, subject to the School's Admissions Policies and Procedures, or to be placed on the waitlist in the same manner as a late application. TACS may request that families confirm the enrollment of children enrolled in the School for the upcoming academic year from time to time (whether a new enrollment or the enrollment of a student promoted from an earlier grade at TACS). This request will promote and ensure contemplated enrollment in each grade as well as enable staff members to execute school programs, serve the student body, and achieve TACS's mission. The intentional provision of untruthful information at application, admission, or enrollment will entitle the school to permanently exclude the child from the school, even if the student was admitted, enrolled, or permitted to attend.

Preferences Regarding Intent to Enroll

The Truxton Academy Charter School will give preferences to students, in the following order of priority:

- students returning to TACS in its second and subsequent years of operation,
- the siblings of enrolled students,
- students who live within the Homer Central School District
- students (self-identified) who: have disabilities, are English language learners, and/or qualify for free or reduced-price lunch, and
- children of employees of TACS limited to 15% of the total school enrollment.

In order to confirm the intent to maintain enrollment, the TACS will send an Intent-to-Return letter home to parents of all current students before the lottery every school year. The letter requests written confirmation that the child will return to TACS the following school year and indicates that the signed form must be returned in order for the school to hold a seat for the student. After these reasonable efforts to contact the family to confirm enrollment, TACS staff may elect not to enroll students who have not confirmed.

Waiting Lists Will Not be Carried over from Year to Year.

The Truxton Academy Charter School may send an application or other information directly to families who have previously applied.

Deadlines

Applications will clearly state the enrollment deadline. It is the policy of TACS to encourage and support the development and strength of its student and family community as far in advance of new student enrollment deadline as practically possible. TACS believes the early establishment of the home/school relationship will contribute to the academic success of its students and the

school's achievement of its mission. **The application deadline will be March 1st for the following school year.**

Lottery, Other Admissions Procedures, and Waitlist

If TACS has more applicants than available classroom space, it will select students (from among qualified applicants) using a public lottery. If there are fewer applicants for a grade than there are places available in the grade, all applicants will be admitted to the grade on the date the lottery was to have been held. The random selection lottery will be open to the public. The School will notify all applicants of the time and place, which will generally be between **April 2 and April 15**, subject to circumstances beyond the reasonable control of the School. Names will be drawn until all available classroom positions are filled. Any remaining names will be drawn to establish waiting lists to be used to fill openings during the school year for which the student applied. After all eligible names have been drawn, the School will add the names of applicants who submitted applications after the deadline. All post-deadline applicants will be added in the order in which they are received. As spaces become available, TACS will make enrollment offers in the order of placement on the waiting list.

Lotteries for all grades for an academic year will be publicized in a manner consistent with the requirements of Section 104 of the Public Officers Law and will be open to the public. Lotteries are expected to be conducted from lowest grade to highest grade for each year. Families of students admitted or waitlisted as provided above will be notified in writing. Openings for places in a grade after the admission and enrollment processes are complete will be backfilled based on the waitlist order. The drawing of the name of an applicant will be deemed the drawing of the name of the applicant's siblings participating in the lottery for the same grade or a lower grade, as long as there are places available in the siblings' respective desired grades when the applicant's name is drawn or will entitle the siblings to the next places on the waitlist for the desired grade. However, TACS will have the right, but not the obligation, to add places in a grade on a nondiscriminatory basis in compliance with applicable laws for a sibling under these circumstances, even if the grade is otherwise closed. When an opening becomes available during the school year prior to May 1st, the next available name on the wait list will be contacted to offer enrollment beginning with the lowest grade. The order set by the lottery will be followed. After May 1st, openings will not be filled until the following school year.

As of the date of its application for a charter, it is TACS's policy to admit new students to the school in Kindergarten through 2nd grade for the 1st year of operation. TACS intends to add one grade per year throughout the 5-year initial charter period (K-3rd grade in Year 2, K-4th grade in Year 3, K-5th grade in Year 4, and K-6th grade in Year 5). The School may choose to accept more students in a given year to account for attrition over time. Families are encouraged

to visit TACS, talk to instructional, administrative, and other staff, visit classes, and meet currently enrolled students when making the decision to enroll their children.

Student Transfer and/or Withdrawal Procedures

TACS is a public school of choice, both for application and withdrawal. At any time, a parent or guardian may transfer their child to a different school. A parent or guardian wishing to withdraw his/her child from TACS will be asked to complete a request for student withdrawal form. TACS personnel will meet with the family and discuss their reasons for withdrawing as well as seek solutions to any problems that are revealed from these discussions. Upon request from the new school, TACS will ensure the timely transfer of any necessary school records to the student's new school.

R-16AC FACILITY

(A) FACILITY NEEDS

The TACS founding team has already secured an existing school building for the proposed school. This facility is located within the Homer school district and is centrally located to the five surrounding districts of Cortland, Tully, Fabius-Pompey, DeRuyter and McGraw. The learning experience will be enhanced with hands-on learning and rural life labs. The facility needs of the school will evolve and expand over the first five years of operations as enrollment and staff numbers increase. The TACS curriculum incorporates Project-Based Learning (PBL) which will be implemented within the existing building and classrooms, and will be enhanced by learning in neighborhood fields, farms, forests, and gardens. The school will also involve the community and school/community events such as plays, science fairs, and community gardens to reinforce student education.

The number of general education classrooms required each year is as follows:

Year of operation	Number of classrooms required
1 (2019-2020)	5 classrooms
2 (2020-2021)	6 classrooms
3 (2021-2022)	7 classrooms
4 (2022-2023)	7 classrooms
5 (2023-2024)	7 classrooms

Additional school rooms include gymnasium/auditorium, fitness room, music/arts/science laboratory, and a library/computer laboratory. We will also have offices for the administrative team, nurse, teacher's room, and support staff. Food services will utilize the kitchen/cafeteria. Proposed agricultural buildings include a greenhouse, chicken coop, small animal hutches, and a small barn. There are storage sheds on the property for maintenance of the grounds. Sports fields and playground are on the grounds as well.

TACS understands the square footage requirements for classrooms, as defined on the New York State Education Department Website, at:

http://www.p12.nysed.gov/facplan/publicat/building_aid_guidelines_072804.html.

At this time, it appears that the school building will meet the State Education Department requirements.

(B) FACILITY SELECTION

A newly established not-for-profit corporation, Truxton Alumni & Community Supporters, Inc., purchased the recently closed Hartnett Elementary School building through community outreach. The Truxton community united and donated the necessary funds for the purchase of the building on January 15, 2016.

TACS will lease space in the building from the not-for-profit corporation, Truxton Alumni & Community Supporters, Inc. A leasing rate agreement including utilities has been established between Truxton Academy and Truxton Alumni & Community Supporters, Inc. Since the building is owned by the community and supporting community education an essential part of the Community Center's mission, the Charter school has the unique advantage that its lease/utilities rate is set rate for the first 5 years. The building will be shared with a not-for-profit community center, community fitness center, and a planned day care center. There also may be other entities, such as a Pre-K program, in the future that will lease space in the building. TACS will have the option to lease additional space or purchase the building in the future when more space is needed as the school grows. The dramatic benefit of utilizing this building is that it was a fully-functional elementary school including a gymnasium, classrooms, children's bathrooms, and cafeteria. The building is ideally located near our rural life labs, partner farms, and the SUNY-ESF (SUNY College of Environmental Science and Forestry) research property. Additionally, we have easy access to outdoor environmental areas such as Labrador Hollow Unique Area, Highland Forest, Lime Hollow Nature Center, Tinker Falls, and hundreds of acres of state forest.

(C) FACILITY RELATED CONFLICTS OF INTEREST

Truxton Academy Charter School, a planned 501(c)(3) not-for-profit corporation, will lease space from Truxton Alumni & Community Supporters, Inc., a not-for-profit 501(c)(3) corporation. Truxton Alumni & Community Supporters, Inc., is a community created not-for-profit established to create a community center and to support a rural-based educational school. If Truxton Alumni & Community Supporters, Inc., ever dissolves, its assets and funds will be transferred to another not-for-profit corporation.

Truxton Alumni & Community Supporters, Inc. mission statement follows:

“Our Mission is to improve the economic and social vitality in the greater Truxton, NY area by supporting the establishment of a community center and charter school as well as developing other necessary services to improve the rural community as a whole.”

RESPONSE 16D- FACILITIES DOCUMENTS

(D) ADDITIONAL FACILITY INFORMATION

We have selected a pre-existing elementary school building that was fully functioning until 6/2015 and had student sports and activities in the building until 12/2015. We have been able to estimate cost and needed repairs based on a building inspection and appraisal prior to the buildings sale in 12/2015 by Briggs Appraisal Services. The building also underwent an inspection and planning for upgrades to a project-based BOCES high school. This inspection and planning process was conducted by Hunt Architects in the summer of 2015. The proposed BOCES high school was rejected by the voters in a referendum, due to the desire to have a community-based elementary school instead. We have adjusted the budget accordingly and will have the building inspected prior to opening.

HARTNETT SCHOOL

PROPERTY

Located at

6337 ACADEMY STREET

Town of Truxton

CORTLAND COUNTY

NEW YORK 13158

SUMMARY OF SALIENT FACTS

Property Type: Elementary School

Property Owner: Truxton Alumni and Community Supporters

Date of Inspection: March 28, 2015

Property Address: 6337 Academy Street, Town of Truxton, Cortland County, N.Y.

Tax Map Identifier: 39.12-01-02.00

Inspection: Full interior and exterior inspection.

Zoning: No Municipal Zoning

Parcel Size: 560.0± feet of street frontage along Academy Street
4.90+ Acres

Building Size: 26, 104 Total Square Feet (excluding unfinished basement area)

Building Year Built: 1935 with additions. Building Condition, average with renovations 2006,2008, and 2009

SUBJECT PROPERTY DESCRIPTION

LAND

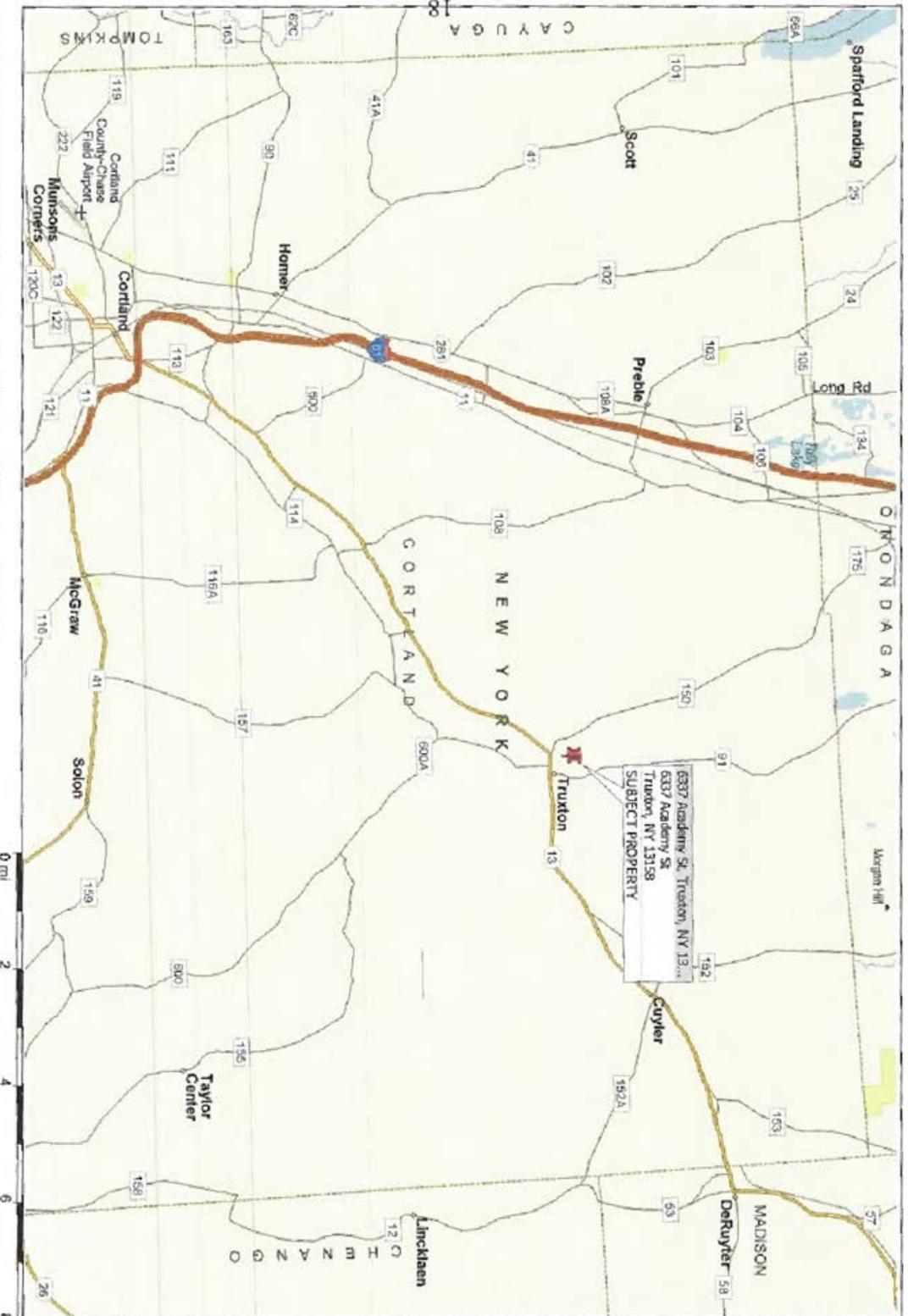
As previously stated, the subject property, located at 6337 Academy Street in the Town of Truxton, N.Y., consists of one parcel of land identified as Cortland County Tax Map Parcel 39.12-01-02.00. The subject property is an irregularly shaped lot with total scaled frontage along Academy Street of 560.0± feet and a depth along the southern property line of 508.28± feet. The total land size is 213,444± square feet of land or 4.90± acres (see attached copy of a portion of Cortland County Tax Map 39.12). I was not provided a survey map for the subject property.

The subject is basically flat and is serviced with a well which has a water treatment system, septic system and public electric.

The subject is located on Academy Street which is just north of N.Y.S. Route 13 a major north-west highway that bisects Cortland County. The area is a mixed farm, residential, and commercial neighborhood in the Town of Truxton and in northeastern Cortland County.

The subject property is not located in a Flood Hazard area. This determination is made pursuant to a review of the National Flood Insurance Program Town of Truxton's Flood Hazard Map number 360186, dated March 2, 2010, with the subject buildings being located in Zone X. A copy of the Town of Truxton's Flood Map can be found in the addendum of this appraisal report.

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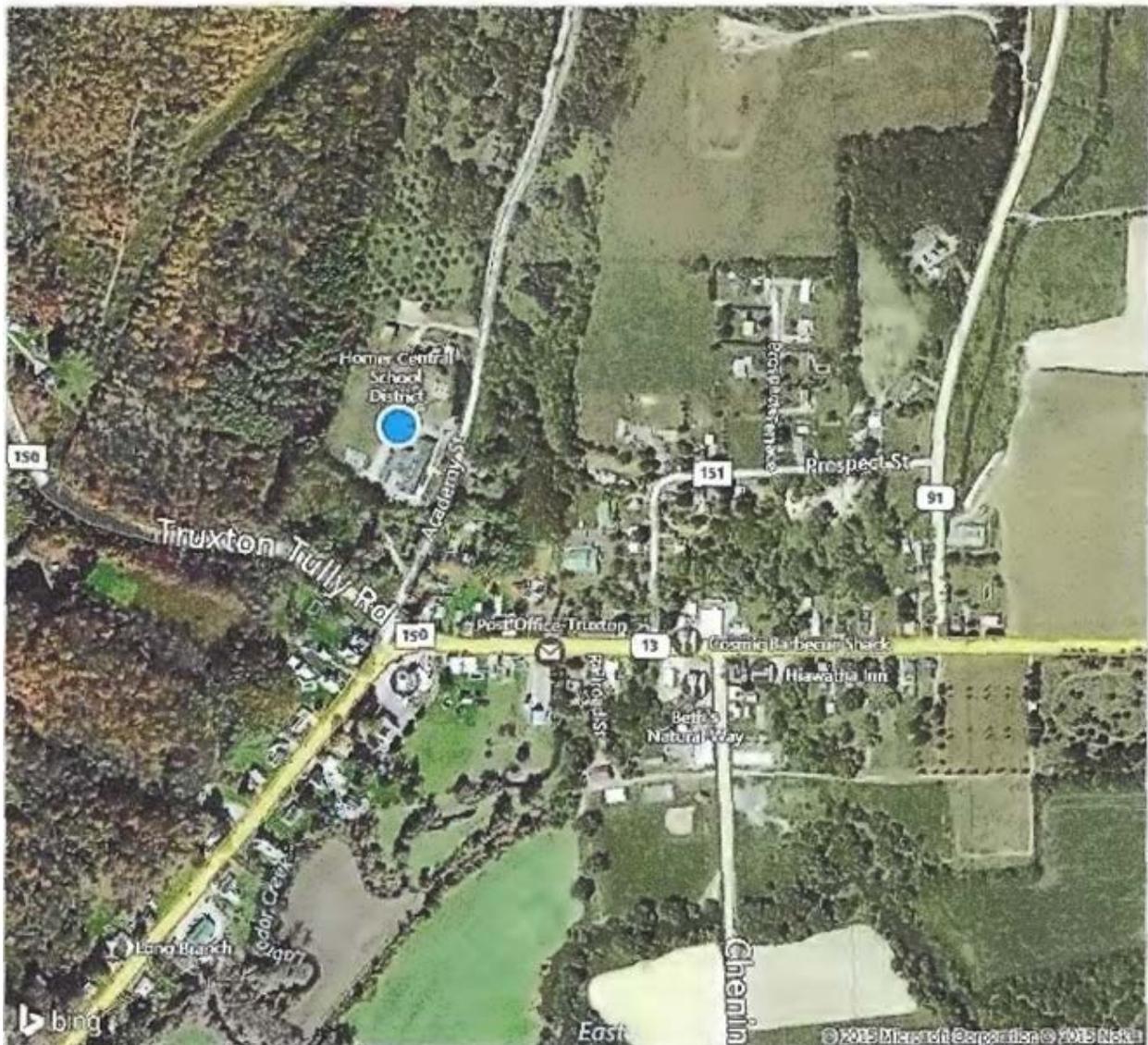
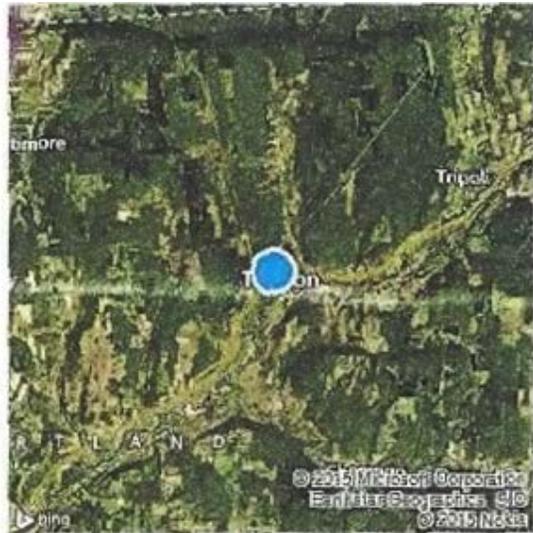


bing Maps

6337 Academy St, Truxton, NY 13158

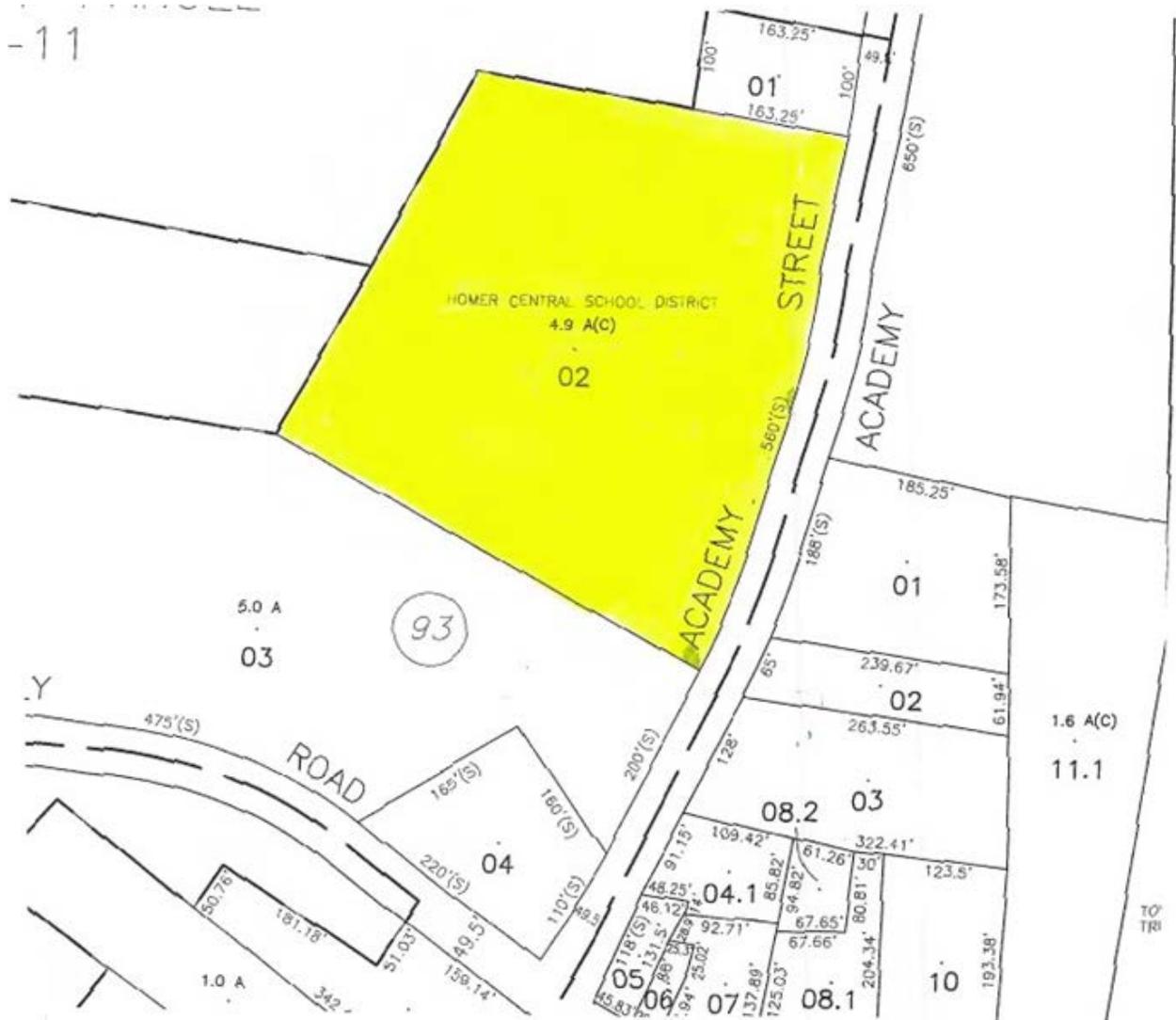
SUBJECT PROPERTY

On the go? Use m.bing.com to find maps, directions, businesses, and more



COPY OF A PORTION OF CORTLAND COUNTY TAX MAP

TOWN OF TRUXTON - 39.12



BUILDING DESCRIPTION

The subject property is improved with one building. It is a two story masonry structure, with a partial unfinished basement, which is used as an elementary school. The subject property's building description is as follows.

BUILDING

Current Use	Elementary Public School
Story Heights	Classrooms — 12+ Feet Gym & Stage Area - 24+Feet
Year Built	1935 with additions and renovations in the late 2000's
Typical Bldg Life	40 years
Effective Age	25 years
Building Type	Masonry, Brick, Steel
Roof	Flat, rubber coated (One section replaced in 2009)
Exterior	Brick
Foundation	Partial Unfinished Basement, Crawl Space, Reinforced Concrete Slab
Electric Service	Three phase-1200 amp service (est.).
Heat	Two Cleaver Brooks (Model CB 189-80) Fuel Oil Fired Boilers 1968. 700,000 BTU's each
Air Conditioning	None

Sprinkler	None
Security System	Yes
Fire Alarm System	Yes
Building Size	TOTAL - 26,104 sq. Ft. (Excluding Unfinished Basement Area - See Attached)
Floor Plan	See Attached
Interior Finish	Suspended or tiles ceilings. Terrazzo or wood parquet floors Plaster or drywall walls Steel and wood woodwork
Overall Int. Condition	Normal To Normal Minus
Overall Ext. Condition	Normal To Normal Minus
Overall Condition	Normal To Normal Minus
Construction Grade	Average School Type Construction
Accessory Structures	Private Well Septic System

Cutler Hammer Model 1)80-6, 120/208 volt, Three Phase, diesel generator. Manufacturer Date 2008.

Water Treatment System with two 1,000 gallon (est.) holding tanks.

Elevator - Thyssen Krupp, three stop, 2500 lb. capacity. Manufactured — 2009.

One — 10,000 Fuel Oil Storage In Ground Tank. Installed 2009.

sq. ft. a paved parking.

Front of Subject Property



North Side of Subject Property



South Side



Interior of Subject Property - Library



Interior of Subject Property — Typical Lavatory



Cafeteria



Interior of Subject Property — Front Entry



Lavatory



Administrative Assistant's Office



Interior of Subject Property — Gym & Stage





Exterior of Subject Property - Athletic Fields





Subject Property — Boilers



Street Scene — Academy Street North View

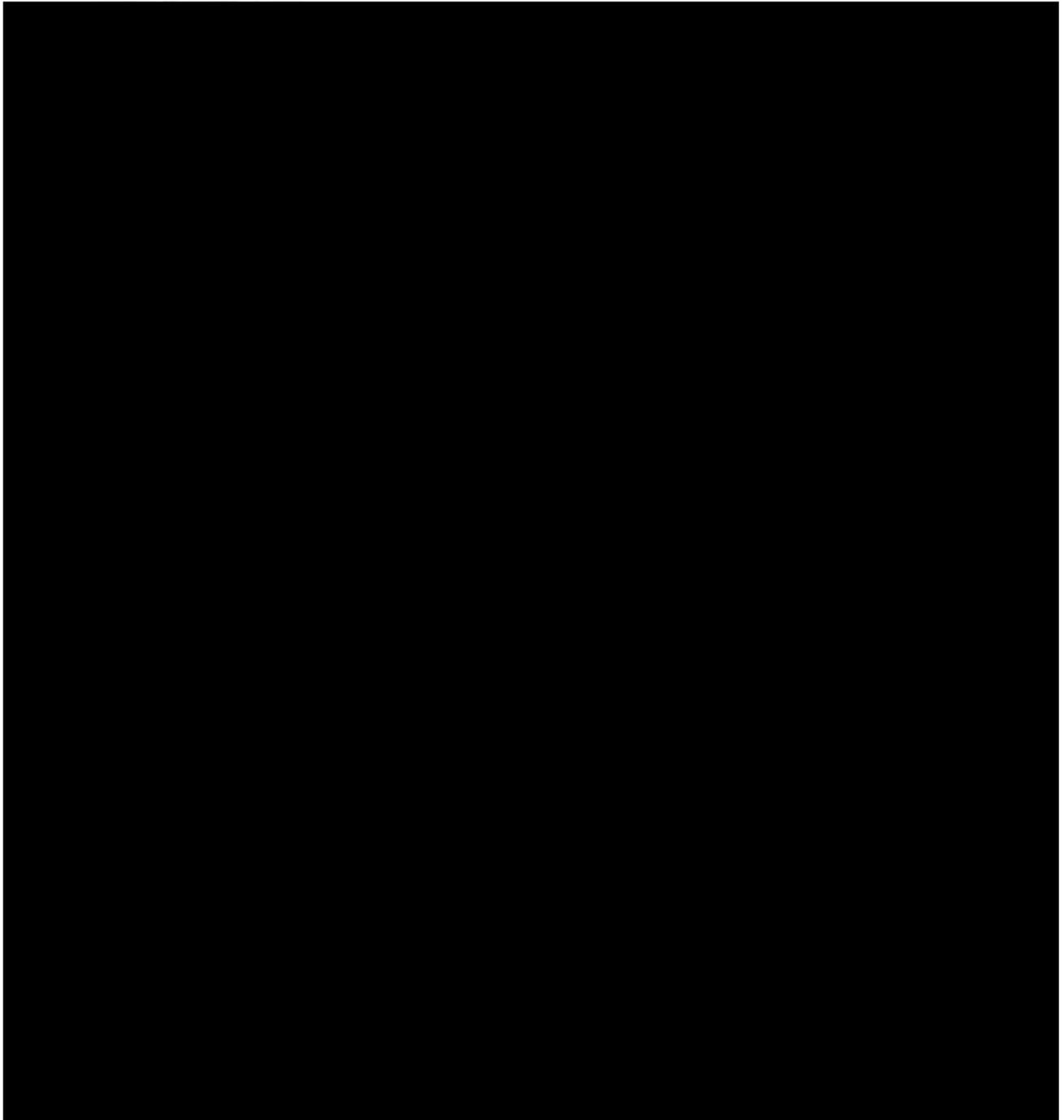


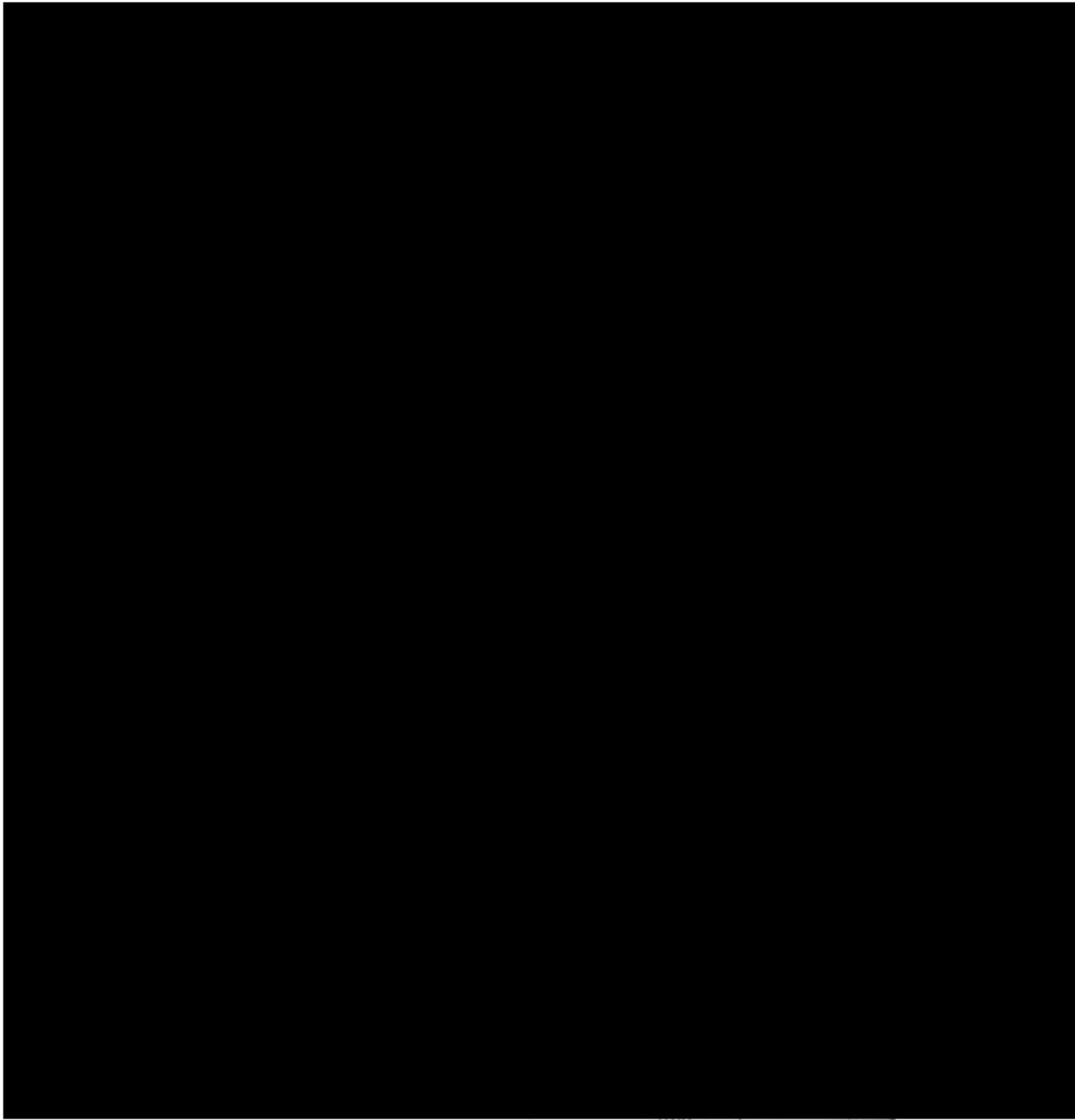
Street Scene — Academy Street South View



BUILDING SKETCH

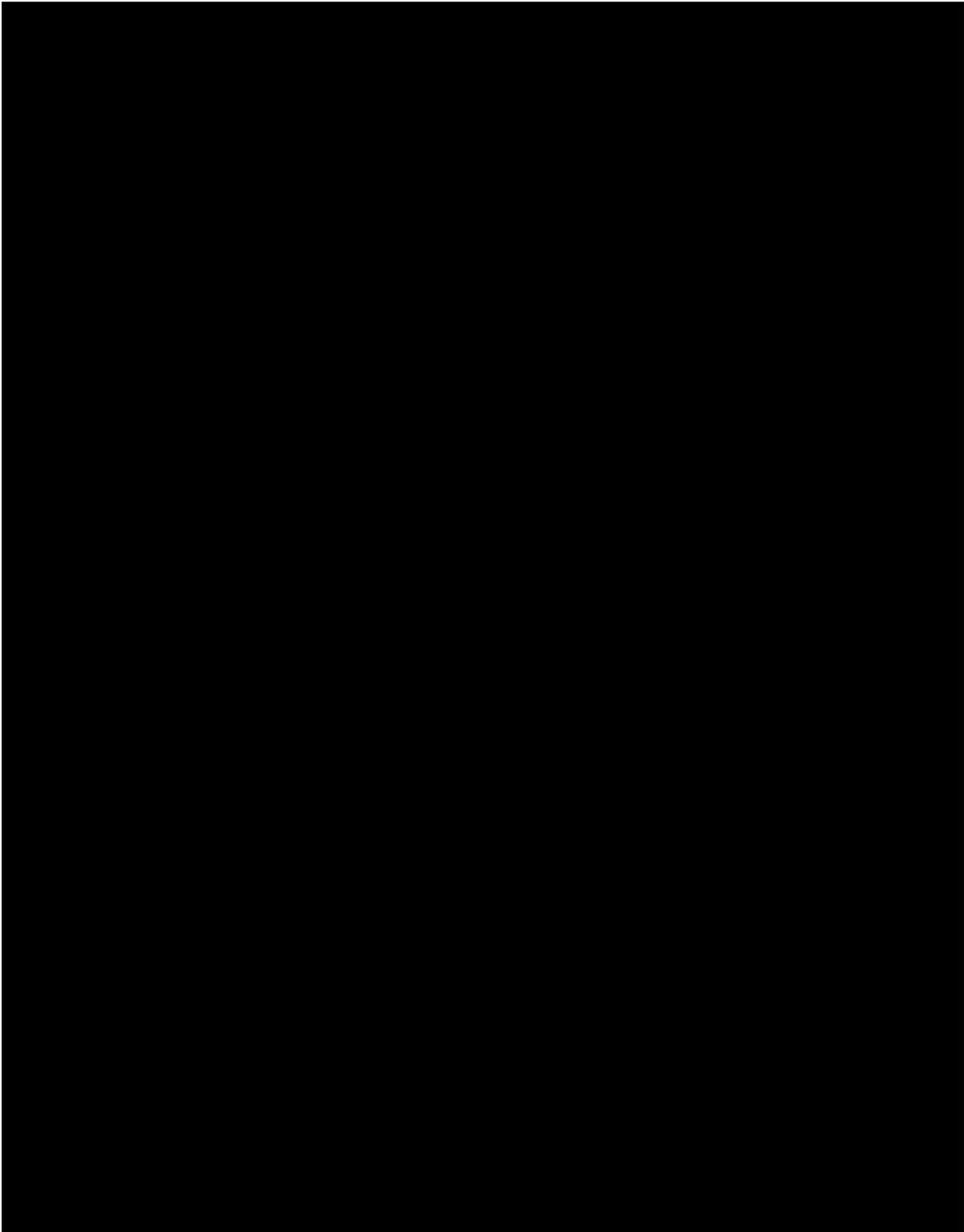
Scale = 1" 20'





Harnett Elementary School - Ground Floor

3.16.2012



RESPONSE 17 - FOOD SERVICES

TACS intends to participate in the Federal Free-and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture, and adhere to all applicable requirements including meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the federal and state meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose.

Food will be prepared and brought to the school by a prominent food service provider. We have been in contact with Aramark Food Services and Preferred Foods. The food will be served in our own food service facilities, including kitchen and cafeteria accommodations. Expenses for subsidized meals will be met by subsidy revenues received from the federal and state meal programs; and expenses for full price meals will be met by sales charges. The food service program has been reflected in the budget.

Traditionally, our area has had a relatively high percentage of students eligible for free- and reduced-price lunch compared to the overall home district. To improve student performance, attendance, and health, we will explore a *breakfast in classroom* concept, combined with our daily class or school-wide meeting. If enrollment follows historic trends of greater than 50% FRPL, the School will be able to offer an after-school snack program via the USDA's school-based snack program.

TACS intends to turn the food service into not only a nutritional event, but also a learning event. We are pursuing the Farm to School program because it aligns with TACS's Mission. TACS also intends to have our own garden and composting on site to enhance the children's hands-on learning. TACS will have small animals and poultry at our Rural Life Lab located on the main school grounds within compliance of health and agriculture department regulations. Field trips to local farms, dairy manufacturing, and other local businesses will supplement the learning experience. Whenever possible, these experiences and foods will be integrated into lesson plans and diet. We will try to source snacks locally while remaining in compliance with state and federal requirements. These will be implemented into the food service and academic programs as allowable. Students who elect to join the Cooking Club after school will have the opportunity to harvest from our gardens.

RESPONSE 18 - HEALTH SERVICES

TACS will comply with all health services requirements applicable to other public schools including, but not limited to, all immunization and diagnostic testing requirements. TACS shall provide on-site health care services similar in scope to those available to children attending other public schools. TACS will seek to have a part-time school nurse to supervise the disbursement of medication (in accordance with §2853(4) (a) and §912 of the Education Law), the treatment of students who are ill or injured, and to train faculty and staff in first aid. Hearing and vision testing will be done on all new students by a qualified individual. A review of student immunization requirements and the proper supporting documents shall be completed for all new students. All instructional and medical staff will receive CPR training and an automated external defibrillator (AED) will be on site. Cumulative health records will be stored in locked filing cabinets accessible only by authorized staff members. These records will include proof of immunization and authorization for administration of medication. All visits to the nurse, including reason and treatment, will be documented in each child's file. Parents will be expected to provide emergency contacts in the event their child becomes ill or is injured.

IMMUNIZATIONS

The School will ensure that all new students adhere to New York State requirements for immunization before they attend. Parents or guardians must provide proof for TACS documentation that their child has received all required doses of vaccines. Parents or guardians may waive immunization in accordance with Public Health Law. Exemptions to immunizations shall be granted if a licensed physician, physician assistant, 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 contrary to such immunizations.

PLANS AND PROCEDURES FOR STUDENTS REQUIRING DAILY MEDICATION DURING SCHOOL HOURS

Students requiring medication must bring a letter from their physician showing medical necessity, or an Authorization for Administration of Medication to Students. All medication must be

sent with the pharmacy label attached. Only medications requiring a dose during school hours will be administered in school. All daily or twice a day medication shall be administered at home before or after school. Asthmatic students who require daily medication must have a current Authorization for Administration of Medication to Students form on file. The student will be sent to the medical room daily at the prearranged time. Medication must be stored in the medical room except for students with documented permission to carry and self-administer their own medication. Medication will be administered only by the school nurse. Diabetic students requiring blood sugar monitoring must have a glucose monitoring form on file. These students will be sent to the medical room at prearranged times as per their physician's instructions. Blood sugar monitoring and the administration of insulin will be performed by the school nurse.

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

TACS will adapt the recommendations in the New York State Education Department's manual GUIDELINES FOR MEDICATION MANAGEMENT IN SCHOOLS.

RESPONSE 19 - TRANSPORTATION

TACS students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635. If a student is not eligible for such transportation, the student's parent or guardian will be responsible for providing transportation. TACS will provide bus transportation service to and from rural laboratory sites, as well as during times when the charter school operates outside of the district's normal calendar. This expense is accounted for in the budget via a contracted service.

RESPONSE 20 - INSURANCE

We have explored coverage with Austin & Co., Insurance Agency, Inc., Bailey Place Insurance, and First Fidelity Brokerage. TACs will seek coverage for general and professional liability, property, and personal injury as shown below. The budget is adjusted above the quotes we have been given.

Insurance Coverage Limit Limits General Liability	\$3,000,000
Business Personal Property	\$250,000
Computer equipment	\$250,000
Director's and Officer's Liability	\$3,000,000
Umbrella Liability	\$5,000,000
Hired & Non-Owned Auto	\$1,000,000
Workers Compensation	Statutory Limits
Catastrophic Student Accident	\$1,000,000

RESPONSE 21AD - FISCAL SOUNDNESS

TACS understands that fiscal responsibility is synonymous with success of our educational mission. Our budget is designed conservatively and shows respect for taxpayer funding. It is designed to prioritize items that have the most impact on achieving the School's goals. Our Financial Team will consistently monitor the monthly cash flow vs budget goals. The Head of School and Financial Team will prepare a monthly summary of the fiscal status as well as any variances. This will be reported to the Board of Trustees (BOT). The BOT will work with the Head of School and Financial Team to ascertain appropriate corrective measures. The annual budget will be positive. We will utilize appropriate purchasing procedures aligned to New York Procurement Laws. TACS's fiscal soundness will also be based on reaching the specified reserve amount after the school year. TACS will work to correct any determinations of the outside independent annual audit.

KEEN UNDERSTANDING OF FINANCIAL MANAGEMENT NEEDS & OBLIGATIONS OF A CHARTER SCHOOL

TACS's Finance Committee Chairman has studied NYSED's Fiscal Oversight Guidebook for Charter Schools, New York State Education Law, and Benchmarks 4 and 5, Financial Condition and Financial Management of the NYSED Charter School Performance Framework. He has prior experience with financial management in professional organizations and has done extensive research regarding the implementation of a fiscally sound: budget, accounting system, policies, procedures, and financial plan for TACS. The Finance Committee Chairman, the CPA, and Head of School will maintain all financial accounts and data with approved accounting software. He understands the financial management needs and obligations of a charter school, including the deadlines for reporting financial data to the NYSED CSO.

EFFECTIVE FINANCIAL MANAGEMENT & OVERSIGHT, POLICIES AND PROCEDURES

TACS's Board of Trustees (BOT) has the final responsibility for the School's financial management, oversight, policies and procedures. The BOT will ensure that staff members are appropriately trained, the tasks described herein are completed, and systematic checks and balances are enacted. TACS will contract out to a local accounting firm for a Certified Public Accountant (CPA) with school finance experience. The CPA will work closely with the Head of School, who will have the responsibility for the School's financial management. The CPA will assist the Head of School and Administrative Assistant in developing TACS's accounts, financial procedures, and implementing an accounting software system that ensures all funds are properly identified, recorded, deposited, safeguarded, and controls are established to support preparation of monthly financial reports. Payroll will be contracted out to a qualified payroll provider who will define the payroll schedule and process, post and reconcile payroll, and fulfill year-end reporting and documentation requirements.

ADHERENCE TO GENERALLY ACCEPTED ACCOUNTING PRACTICES

TACS's CPA will ensure that all financial records are maintained in accordance with Generally Accepted Accounting Principles (GAAP). Annual financial audits will be conducted by an independent NYS CPA in accordance with GAAP, per the US Comptroller General. The Financial Committee will receive training on tactical and operational measures that will be essential in monitoring the School's fiscal health such as: analysis of revenue vs. expenses, cash flow analyses, cash reserves assessments, budgets, facilities and internal controls, accounting systems, audits, reporting, and financial management capacity.

PROCESS FOR CONDUCTING INDEPENDENT, ANNUAL FISCAL AUDITS, ALIGNED WITH NY EDUCATION LAW 2851(2)(F)

Independent audits of the financial statements will be conducted annually by a NYS CPA selected by the BOT. The audit will cover all financial reports required by NYSED, including a statement of financial position, a statement of cash flows, a statement of activities, and a schedule of expenses. The audit will also include a report containing any significant findings in the financial processes of the school. The audit report will be reviewed by the Financial Team and then presented to the Board. The Board will monitor all efforts by school leaders to address any deficiencies identified by the audit. Financial regulatory forms shall be completed as necessary by TACS or an accounting firm. The CPA will assure fulfillment of grant requirements, including adherence to grant restrictions and reporting requirements.

UNDERSTANDING OF THE SCHOOL'S FINANCIAL MANAGEMENT OBLIGATIONS

TACS is prepared to meet all financial management obligations and requirements as specified by NYS Education Law and implement guidelines and reporting deadlines given in the NYSED Fiscal Oversight Guidebook.

POLICIES AND PROCESSES FOR TRACKING ENROLLMENT, ATTENDANCE, AND SPECIAL SERVICES

The Educational Technology/Media Specialist will train appropriate staff to use software, similar to other schools, for tracking student enrollment, attendance, and eligibility for free- and-reduced-price lunch (FRPL), special education services, and other services relating to state and federal entitlements and other grants. The School nurse will track enrollment and attendance. The Special Education Coordinator/Teacher will monitor special education services. The Food Service manager will use a confidential system to track students eligible for FRPL. All data will be reported to the Head of School and Financial Team.

The Head of School, with assistance from the Administrative Assistant, will maintain up-to-date and accurate student records, monitor access to those records in accordance with applicable law, and report attendance and enrollment in compliance with NYS Education Law. All student records required to be kept confidential will be kept in a locked file in the School office.

SOUND BUDGET AND FISCAL PLAN WITH SUFFICIENT START-UP FUNDS

TACS's budget and cash flow projections are sound and reflect a plan for long-term fiscal stability. The attached budget includes a reserve of over 5% in the 1st year growing to over 35% by Year 5 with no financial deficiencies identified by annual audits. The start-up budget assumes receipt of the CSP base grant of \$550,000 and an additional \$250,000 needs CPS funding. TACS will allocate \$100,000 to pre-opening expenditures, \$300,000 for Year 1, \$250,000 for Year 2, and \$150,000 in Year 3. TACS has plans for fund-raising events and expects community donations prior to startup. Those numbers are conservative and the budget is not dependent on that income. After start-up funds have been expended, recurring per-pupil revenue will exceed the per-pupil expenses. Start-up costs are also held low, thanks to collaboration with the Truxton Community Center and volunteers who continue to prepare TACS's school building for student occupancy.

BUDGET CONSISTENCY WITH MISSION, EDUCATIONAL PROGRAM, STAFFING AND FACILITY

The budget is aligned with TACS's mission. For example, to support the STEM education Key Design Element, TACS's budget includes significant expenses for technology and STEM curriculum materials. To support agricultural education, transportation will be funded to and from such learning sites, such as our partner agri-businesses and SUNY ESF's Heiberg Forest Field Lab. Generous allocations for educational supplies (e.g., rural life lab, testing, gardening) will help meet our educational goals. TACS will work with the R/E/D Group and Syracuse University to pursue additional funding through grants applicable to rural education, Project-Based Learning, STEM, ELL curriculum materials, and Next Generation Science Standards. We will contract for additional support staff if needs arise for special education students. Staff salaries are budgeted to accommodate additional base pay for dual certifications to help with special needs and language learners. TACS has aligned payroll costs with other charter schools in our area. This has resulted in lower anticipated costs than the average charter school and reflects the region's moderate cost of living compared to other parts of the State.¹

Through TACS's community involvement, engaging community volunteers will support library staffing, after-school educational programs, sports, music, drama, and other clubs.

¹See, for example, cost of living comparisons at: http://www.bestplaces.net/state/new_york

ESCROW ACCOUNT

TACS has budgeted \$25,000 in each of the first three years for the establishment of an escrow account of no less than \$75,000 to pay for legal and audit expenses that would be associated with dissolution, should it occur.

REALISTIC, EVIDENCE-BASED REVENUE AND EXPENDITURE ASSUMPTIONS

The proposed budget reflects the size of the School and anticipated number of students. Because the school is located in a significantly rural and low populated area, TACS plans to have 68 students in grades K-2 the first year. A higher-grade level will be added each year until the School has grades K-6 with a student enrollment of 141 in year 5. Expenditure assumptions reflect the understanding that the school building to be used is owned by the Truxton Alumni and Community Supporters, Inc., a 501c(3) formed in 2015. Their mission statement includes the support of local education and promotion of community. This aligns perfectly with TACS. The lease with Truxton Alumni and Community Supporters, Inc., allows TACS to lease additional space in the building, if needed, to accommodate the population, including the need to provide specialized services for students with disabilities.

STRATEGIES FOR MEETING BUDGET/CASH FLOW CHALLENGES

The Truxton Alumni and Community Supporters, owners of the TACS building, purchased the building to be used for education of the children and community. Part of their mission is the success of TACS. They have committed to keeping the lease payments flat for at least the first years. In addition, they are willing to consider a deferred lease in the start-up up period, if necessary, to support the fiscal health of TACS. In addition, much of the furniture and building equipment needed in the school has already been acquired via donations. The entire first floor has been painted and restored by community members. The classrooms have been furnished with donated classroom desks and furnishings. The grounds and facility are maintained by community volunteers and/or donations. To date, these in-kind donations have totaled over **\$120,000**. This relationship, work done to date, and anticipated support moving forward will significantly reduce start-up and ongoing costs.

COMMITMENT TO MAINTAINING THE FINANCIAL VIABILITY OF TACS

TACS enjoys significant community support for TACS, as seen in the formation of the Truxton Alumni and Community Supporters. Additionally, the TACS Board of Trustees is committed to the long-term financial viability of the school.

Table 1: Summary of Cost Benchmarks

	Administration	Instruction	Facilities	Total Budget
Year 1	\$160,000.00	\$339,000.00	\$129,500.00	\$1,243,062.00
Year 5	\$173,189.00	\$587,916.00	\$133,600.00	\$1,673,744.00
% of total budget	14% / 10%	25% / 35%	11% / 8%	
Year 1 / Year 5				

SUSTAINABILITY PLAN BEYOND START-UP AND UNDERSTANDING OF FUNDING ENVIRONMENT

The facilities expenses for Year 1 and 5 are lower than the recommended rate of 15%. This gives TACS a significant advantage. The administration expense at Year 1 and 5 is around the standard of 11%. The instructional expense of 25% to 35% is below the standard of 55%. This will give TACS leeway to hire additional instructional staff as student demands warrant. TACS’s Board of Trustees understands the funding environment for charter schools with the following school design and budget projections:

- 1 Teacher per 20 students
- Enrollment of 68 students in Year 1 and 141 students in Year 5
- >50% of students eligible for free and reduced lunch, based on demographic data
- 12% of students need special ed. services, based on district and regional data
- Conservative revenue projections with no changes in state or federal allocations
- Salary structure comparable to local charter schools
- % COLA adjustment low at start-up, increased in later years.
- Annual escalation in educational materials, office supplies, technology needs and cost
- Lottery weighting for Students eligible for Free and Reduced-Price Lunch
- ELL Teacher, Special Education Director, Special Education TA, and General Education TA
- Support from SUNY Morrisville’s Trout in the Classroom, SUNY ESF Environmental Labs, Cornell Cooperative Extension’s programs, and after school grant- funded programs

- Syracuse University's Science Education program. (A successful trial of this program was completed in the summer of 2016 at the TACS building.)
- Community volunteers for after- school programs, Rural Life Lab, and classroom assistance.
- Experienced educators who will further our educational programs
- Grant writing support via R/E/D Group and Syracuse University - Laura Payne Bourcy, R/E/D Group with experience in rural education and grant funding
- Board Member, Dr. Beth Shiner Klein, Professor of Science Education, Elementary Science Education and Environmental Studies, PBL, and co-directs the Teacher Professional Development Network of Central New York will help with student instruction development, staff development, and college level student teachers to help TACS's teachers.

Our budget was developed and prepared by the TACS Financial Committee, working hand-in-hand with other Founders and community members. The Charter School Business Management, Inc., 237 West 35th St, Suite 301, NY, NY reviewed our budget. The 5-year budget plan shows a positive operating income each year, with the exception of year 3 due to staff expansion. In the 4th year we are able to plan on construction of outbuildings for the TACS campus. TACS will apply for grant support for these expenses. Additionally, we expect significant volunteer help in the construction of the outbuildings. During the initial charter period, TACS will have a positive fund balance that grows each over the 5-year charter.



Charter Schools Institute

The State University of New York

**New School Proposal
Budget(s) & Cash Flow(s) Template**

Truxton Academy Charter School

Contact Name: Cindy Denkenberger

Contact Title: Mrs

Contact Email:

Contact Phone:

First Academic Year: 2019-20

Pre-Opening Period: July 1, 2018 - June 30, 2019

Note: For pre-opening period if the RFP submission date is:

a) less than 1 year from the "First Academic Year," select the January through June date range.

b) 1 year or more before the "First Academic Year," select the July through June date range.

TRUXTON ACADEMY CHARTER SCHOOL
2019-20 through 2023-24

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24	AGE RANGE
Kindergarten	Elementary School	28	20	20	20	20	
1st Grade	Elementary School	20	24	20	20	20	
2nd Grade	Elementary School	20	19	21	20	20	
3rd Grade	Elementary School		19	20	21	20	
4th Grade	Elementary School			20	20	21	
5th Grade	Elementary School				20	20	
6th Grade	Middle School					20	
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		68	82	101	121	141	

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	Elementary School	2	1	1	1	1
1st Grade	Elementary School	1	1	1	1	1
2nd Grade	Elementary School	1	1	1	1	1
3rd Grade	Elementary School		1	1	1	1
4th Grade	Elementary School			1	1	1
5th Grade	Elementary School				1	1
6th Grade	Middle School					1
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		4	4	5	6	7

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	Elementary School	14	20	20	20	20
1st Grade	Elementary School	20	24	20	20	20
2nd Grade	Elementary School	20	19	21	20	20
3rd Grade	Elementary School	0	19	20	21	20
4th Grade	Elementary School	0	0	20	20	21
5th Grade	Elementary School	0	0	0	20	20
6th Grade	Middle School	0	0	0	0	20
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION						
Total Elementary Enrollment		68	82	101	121	121
Total Middle School Enrollment		-	-	-	-	20
Total High School Enrollment		-	-	-	-	-
Total Ungraded Enrollment		-	-	-	-	-
Total Enrollment		68	82	101	121	141
Change in Net Enrollment from Prior Year (Count)		68	14	19	20	20
Change in Net Enrollment from Prior Year (Percent)		100.0%	20.6%	23.2%	19.8%	16.5%
Anticipated rate of attrition (Percent)		14.0%	12.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS

Expect higher Attrition in double section from year 1 to year 2 and then again with single section of 24 going to section of 21 in 3rd year. Expect higher attrition year 1 going to year 2, we will backfill as needed, but expected a more difficult time backfilling in the higher age group.

Expect higher Attrition in double section from year 1 to year 2 and then again with single section of 24 going to section of 21 in 3rd year.

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	68	82	101	121	141
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	6
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PRIMARY SENDING SCHOOL DISTRICT	HOMER CSD	2019-20	2020-21	2021-22	2022-23	2023-24
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		40,884,142	\$ 40,884,142	\$ 40,884,142	\$ 40,884,142	\$ 40,884,142
ENROLLMENT (Charter School)		37	42	53	69	76
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	HCSD's actual Budget as released to the public					

SECONDARY SENDING SCHOOL DISTRICT	CORTLAND CITY SD	2019-20	2020-21	2021-22	2022-23	2023-24
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		49,576,887	\$ 49,576,887	\$ 49,576,887	\$ 49,576,887	\$ 49,576,887
ENROLLMENT (Charter School)		25	30	38	42	55
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	CCSD's release budget					

PRIMARY/OTHER	DISTRICT NAME(S)	2019-20	2020-21	2021-22	2022-23	2023-24
Other District 3	MCGRAW CSD	2	3	3	3	3
Other District 4	DERUYTER CSD	2	3	3	3	3
Other District 5	TULLY CSD	1	2	2	2	2
Other District 6	FABIUS-POMPEY CSD	1	2	2	2	2

TRUXTON ACADEMY CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2019-20	2020-21	2021-22	2022-23	2023-24
	Grades	K-2	K-3	K-4	K-5	K-6
	Enrollment	68	82	101	121	141

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	0.0	0.0	0.0	0.0	0.0
Deans, Directors & Coordinators	1.0	1.0	1.0	1.0	1.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	0.0	0.0	0.0	0.0	0.0
Administrative Staff	1.0	1.0	1.0	1.0	1.0
TOTAL ADMINISTRATIVE STAFF	3.0	3.0	3.0	3.0	3.0

Description of Assumptions
Head of School
Student achievement coordinator who will manage special education, this is a single position
Admin. Asst.

INSTRUCTIONAL PERSONNEL FTE	FTE				
Teachers - Regular	4.0	4.0	5.0	6.0	7.0
Teachers - SPED	1.0	1.0	1.0	1.0	1.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	1.0	2.0	2.0	2.0	2.0
Specialty Teachers	1.5	1.5	2.0	2.0	2.0
Aides	0.0	0.0		1.0	1.0
Therapists & Counselors	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	7.5	8.5	10.0	12.0	13.0

contracted
0.5 FTE for a PE Teacher, .05 FTE years 1 & 2 then 1FTE years 3 to 5 for
contracted

NON-INSTRUCTIONAL PERSONNEL FTE	FTE				
Nurse	0.5	0.5	0.5	0.5	0.5
Librarian	0.5	0.5	0.5	0.5	0.5
Custodian	1.0	1.0	1.0	1.0	1.0
Security	0.0	0.0	0.0	0.0	0.0
Other	1.0	1.0	1.0	1.0	1.0
TOTAL NON-INSTRUCTIONAL	3.0	3.0	3.0	3.0	3.0

Education Tech Specialist/library and media, the school also expects to
cafeteria support

TOTAL PERSONNEL SERVICE FTE	13.5	14.5	16.0	18.0	19.0
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TRUXTON ACADEMY CHARTER SCHOOL

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2019-20	2020-21	2021-22	2022-23	2023-24
	Grades	K-2	K-3	K-4	K-5	K-6
	Enrollment	68.00	82.00	101.00	121.00	141.00

**NOTE: Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

**NOTE: Concisely state the assumptions that are being made for personnel wages in the section provided below.*

ADMINISTRATIVE PERSONNEL WAGES	WAGES					
	Salary/Incr %	2.00%	2.00%	2.00%	2.00%	2.00%
Executive Management	\$ 75,000	\$ 75,000	\$ 76,500	\$ 78,030	\$ 79,591	\$ 81,182
Instructional Management	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Deans, Directors & Coordinators	\$ 52,000	\$ 52,000	\$ 53,040	\$ 54,101	\$ 55,183	\$ 56,286
CFO / Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operation / Business Manager	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative Staff	\$ 33,000	\$ 33,000	\$ 33,660	\$ 34,333	\$ 35,020	\$ 35,720
TOTAL ADMINISTRATIVE STAFF		\$ 160,000	\$ 163,200	\$ 166,464	\$ 169,793	\$ 173,189

Description of Assumptions

INSTRUCTIONAL PERSONNEL WAGES						
Teachers - Regular	\$ 48,000	\$ 192,000	\$ 195,840	\$ 247,757	\$ 300,712	\$ 354,726
Teachers - SPED	\$ 48,000	\$ 48,000	\$ 48,960	\$ 49,939	\$ 50,987	\$ 52,007
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ 27,000	\$ 27,000	\$ 54,540	\$ 55,631	\$ 56,743	\$ 57,878
Specialty Teachers	\$ 48,000	\$ 72,000	\$ 73,440	\$ 98,909	\$ 100,887	\$ 102,905
Aides	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	\$ 20,400
Therapists & Counselors	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL INSTRUCTIONAL		\$ 339,000	\$ 372,780	\$ 452,235	\$ 529,329	\$ 587,916

per diem
contracted

NON-INSTRUCTIONAL PERSONNEL WAGES						
Nurse	\$ 40,000	\$ 20,000	\$ 20,400	\$ 20,808	\$ 21,224	\$ 21,649
Librarian	\$ 40,000	\$ 20,000	\$ 20,400	\$ 20,808	\$ 21,224	\$ 21,649
Custodian	\$ 32,000	\$ 32,000	\$ 32,640	\$ 33,293	\$ 33,959	\$ 34,638
Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 20,000	\$ 20,000	\$ 20,400	\$ 20,808	\$ 21,224	\$ 21,649
TOTAL NON-INSTRUCTIONAL		\$ 92,000	\$ 93,840	\$ 95,717	\$ 97,631	\$ 99,584

TOTAL PERSONNEL SERVICE WAGES		\$ 591,000	\$ 629,820	\$ 714,416	\$ 796,754	\$ 860,689
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TRUXTON ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2018 - June 30, 2019

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	100,000	
Total Expenses	94,433	
Net Income	5,567	
		START-UP PERIOD
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
TOTAL REVENUE FROM STATE SOURCES	-	
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation	100,000	
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	100,000	
LOCAL and OTHER REVENUE		
Contributions and Donations	-	
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	
TOTAL REVENUE	100,000	

**TRUXTON ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**

July 1, 2018 - June 30, 2019

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue	100,000	
Total Expenses	94,433	
Net Income	5,567	
	START-UP PERIOD	

EXPENSES

	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	1.00	18,750	
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	1.00	5,500	
TOTAL ADMINISTRATIVE STAFF	2.00	24,250	
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	2.00	24,250	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		2,183	
Fringe / Employee Benefits		-	start after school opens
Retirement / Pension		-	start after school opens
TOTAL PAYROLL TAXES AND BENEFITS		2,183	
TOTAL PERSONNEL SERVICE COSTS	2.00	26,433	
CONTRACTED SERVICES			
Accounting / Audit		500	
Legal		500	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		500	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		1,750	
TOTAL CONTRACTED SERVICES		3,250	

TRUXTON ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2018 - June 30, 2019

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	100,000	
Total Expenses	94,433	
Net Income	5,567	
		START-UP PERIOD
SCHOOL OPERATIONS		
Board Expenses	750	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	3,000	
Telephone	3,000	
Technology	30,000	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	-	
Staff Development	-	
Staff Recruitment	10,000	
Student Recruitment / Marketing	1,000	
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	5,000	
TOTAL SCHOOL OPERATIONS	52,750	
FACILITY OPERATION & MAINTENANCE		
Insurance	5,000	D&O insurance
Janitorial	2,000	
Building and Land Rent / Lease / Facility Finance Interest	-	
Repairs & Maintenance	5,000	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	12,000	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	94,433	
NET INCOME	5,567	

PRE-OPENING CASH FLOW 1-YEAR	TRUXTON ACADEMY CHARTER SCHOOL												
*NOTE: <i>Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2018 - June 30, 2019												
Total Revenue	-	-	-	-	-	-	40,000	-	-	20,000	20,000	20,000	100,000
Total Expenses	-	-	-	-	-	-	-	5,000	-	38,478	22,728	28,228	94,433
Net Income	-	-	-	-	-	-	40,000	(5,000)	-	(18,478)	(2,728)	(8,228)	5,568
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	40,000	35,000	35,000	16,523	13,795	-
Net Income	-	-	-	-	-	-	40,000	35,000	35,000	16,523	13,795	5,568	5,568
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	40,000	-	-	20,000	20,000	20,000	100,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	40,000	-	-	20,000	20,000	20,000	100,000
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	40,000	-	-	20,000	20,000	20,000	100,000

PRE-OPENING CASH FLOW 1-YEAR		TRUXTON ACADEMY CHARTER SCHOOL												
*NOTE: Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2018 - June 30, 2019												
Total Revenue		-	-	-	-	-	-	40,000	-	-	20,000	20,000	20,000	100,000
Total Expenses		-	-	-	-	-	-	-	5,000	-	38,478	22,728	28,228	94,433
Net Income		-	-	-	-	-	-	40,000	(5,000)	-	(18,478)	(2,728)	(8,228)	5,568
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	40,000	35,000	35,000	16,523	13,795	-
Net Income		-	-	-	-	-	-	40,000	35,000	35,000	16,523	13,795	5,568	5,568
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of Positions													
Executive Management	1.00	-	-	-	-	-	-	-	-	-	6,250	6,250	6,250	18,750
Instructional Management		-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators		-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance		-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager		-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	1.00	-	-	-	-	-	-	-	-	-	-	2,750	2,750	5,500
TOTAL ADMINISTRATIVE STAFF	2.00	-	-	-	-	-	-	-	-	-	6,250	9,000	9,000	24,250
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	2.00	-	-	-	-	-	-	-	-	-	6,250	9,000	9,000	24,250
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	-	-	-	728	728	728	2,183
Fringe / Employee Benefits		-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-	-	-	-	728	728	728	2,183
TOTAL PERSONNEL SERVICE COSTS	2.00	-	-	-	-	-	-	-	-	-	6,978	9,728	9,728	26,433
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	500	500
Legal											500	-	-	500
Management Company Fee											-	-	-	-
Nurse Services											-	-	-	-
Food Service / School Lunch											-	-	-	-
Payroll Services											167	167	167	500
Special Ed Services											-	-	-	-
Titlement Services (i.e. Title I)											-	-	-	-
Other Purchased / Professional / Consulting											583	583	583	1,750

PRE-OPENING CASH FLOW 1-YEAR	TRUXTON ACADEMY CHARTER SCHOOL													
*NOTE: <i>Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2018 - June 30, 2019													
Total Revenue	-	-	-	-	-	-	-	40,000	-	-	20,000	20,000	20,000	100,000
Total Expenses	-	-	-	-	-	-	-	-	5,000	-	38,478	22,728	28,228	94,433
Net Income	-	-	-	-	-	-	-	40,000	(5,000)	-	(18,478)	(2,728)	(8,228)	5,568
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	40,000	35,000	35,000	16,523	13,795	-
Net Income	-	-	-	-	-	-	-	40,000	35,000	35,000	16,523	13,795	5,568	5,568
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-	-	-	-	1,250	750	1,250	3,250

PRE-OPENING CASH FLOW 1-YEAR	TRUXTON ACADEMY CHARTER SCHOOL												
*NOTE: <i>Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2018 - June 30, 2019												
Total Revenue	-	-	-	-	-	-	40,000	-	-	20,000	20,000	20,000	100,000
Total Expenses	-	-	-	-	-	-	-	5,000	-	38,478	22,728	28,228	94,433
Net Income	-	-	-	-	-	-	40,000	(5,000)	-	(18,478)	(2,728)	(8,228)	5,568
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	40,000	35,000	35,000	16,523	13,795	-
Net Income	-	-	-	-	-	-	40,000	35,000	35,000	16,523	13,795	5,568	5,568
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	250	250	250	750
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	1,000	1,000	1,000	3,000
Telephone	-	-	-	-	-	-	-	-	-	1,000	1,000	1,000	3,000
Technology	-	-	-	-	-	-	-	-	-	10,000	10,000	10,000	30,000
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-	-	10,000	-	-	10,000
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	1,000	-	-	1,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	5,000	5,000
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	-	-	-	23,250	12,250	17,250	52,750
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	-	5,000	-	-	-	-	5,000
Janitorial	-	-	-	-	-	-	-	-	-	2,000	-	-	2,000
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	5,000	-	-	5,000
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	5,000	-	7,000	-	-	12,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	-	-	5,000	-	38,478	22,728	28,228	94,433
NET INCOME	-	-	-	-	-	-	40,000	(5,000)	-	(18,478)	(2,728)	(8,228)	5,568

PRE-OPENING CASH FLOW 1-YEAR	TRUXTON ACADEMY CHARTER SCHOOL												
*NOTE: <i>Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2018 - June 30, 2019												
Total Revenue	-	-	-	-	-	-	40,000	-	-	20,000	20,000	20,000	100,000
Total Expenses	-	-	-	-	-	-	-	5,000	-	38,478	22,728	28,228	94,433
Net Income	-	-	-	-	-	-	40,000	(5,000)	-	(18,478)	(2,728)	(8,228)	5,568
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	40,000	35,000	35,000	16,523	13,795	-
Net Income	-	-	-	-	-	-	40,000	35,000	35,000	16,523	13,795	5,568	5,568
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-	40,000	(5,000)	-	(18,478)	(2,728)	(8,228)	5,568
Beginning Cash Balance	-	-	-	-	-	-	-	40,000	35,000	35,000	16,523	13,795	-
ENDING CASH BALANCE	-	-	-	-	-	-	40,000	35,000	35,000	16,523	13,795	5,568	5,568

YEAR 1 BUDGET AND ASSUMPTION	TRUXTON ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2019 - JUNE 30, 2020						
Total Revenue	1,352,893	57,000	40,000	-	-	1,449,893	
Total Expenses	937,045	166,169	-	-	207,132	1,230,346	
Net Income	415,848	(109,169)	40,000	-	(207,132)	219,547	
Budgeted Student Enrollment	68	-				68	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Food Service (Income from meals)	-	-	-	-	-	-	
Text Book	6,120	-	-	-	-	6,120	\$102/student according to HCSD projections
OTHER	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	25,120	-	-	-	-	25,120	
TOTAL REVENUE	1,352,893	57,000	40,000	-	-	1,449,893	

YEAR 1 BUDGET AND ASSUMPTION	TRUXTON ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2019 - JUNE 30, 2020						
Total Revenue	1,352,893	57,000	40,000	-	-	1,449,893	
Total Expenses	937,045	166,169	-	-	207,132	1,230,346	
Net Income	415,848	(109,169)	40,000	-	(207,132)	219,547	
Budgeted Student Enrollment	68	-				68	
	PROGRAM SERVICES		SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	14,000	14,000	Quotes by Neal Curling and Assc. For yearly audits, training of Charter Staff on bookkeeping
Legal	-	-	-	-	5,000	5,000	Based on discussion with Syracuse Academy of Science Legal Professional
Management Company Fee	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	59,715	7,569	-	-	-	67,284	Formulas available on request. Full meals, FRLP, number of meals served. The cost of meals based on highest quoted cost from Preferred Meals, we are reaching out to local districts, headstart, to see if we may combine services to save cost. We will adjust meal prices according if this occurs.
Payroll Services	1,200	400	-	-	400	2,000	Based on quote from Ray Schwab and Co.
Special Ed Services	-	1,700	-	-	-	1,700	
Titlment Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	7,000	-	-	-	-	7,000	
TOTAL CONTRACTED SERVICES	67,915	9,669	-	-	19,400	96,984	

YEAR 1 BUDGET AND ASSUMPTION	TRUXTON ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2019 - JUNE 30, 2020						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	1,352,893	57,000	40,000	-	-	1,449,893	
Total Expenses	937,045	166,169	-	-	207,132	1,230,346	
Net Income	415,848	(109,169)	40,000	-	(207,132)	219,547	
Budgeted Student Enrollment	68	-				68	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	3,000	3,000	see 5 year tab for these notes
Classroom / Teaching Supplies & Materials	23,000	-	-	-	-	23,000	350/student for first year
Special Ed Supplies & Materials	-	4,000	-	-	-	4,000	
Textbooks / Workbooks	18,000	3,000	-	-	-	21,000	266/student, special ed at higher rate
Supplies & Materials other	13,000	2,000	-	-	-	15,000	187/student, special ed higher
Equipment / Furniture	15,000	-	-	-	1,000	16,000	note, building has been furnished already with donations except for tech. equipment, some AV equipment, some music, some sports and club supplies, kitchen, and farm and garden supplies. These additional expenses are accounted for in the budget.
Telephone	12,000	-	-	-	4,000	16,000	based on actual bills for telephone at this school prior and conversations with providers. We suspect this will be less as we will be able to VoIP
Technology	50,000	5,000	-	-	4,000	59,000	computer, tech, net
Student Testing & Assessment	6,000	1,000	-	-	-	7,000	Based on Aimsweb, Terra Nova pricing
Field Trips	5,000	1,000	-	-	-	6,000	This is not inclusive of rural life labs, these are included in the Bernie Bus quote
Transportation (student)	8,000	-	-	-	-	8,000	
Student Services - other	13,000	2,500	-	-	-	15,500	12,000 for summer course work, although Red Group and Universities plan to pursue grants to cover summer course work. \$3,190 Sub teachers, as figured based on current daily pay for Subs in our area
Office Expense	-	-	-	-	7,000	7,000	
Staff Development	8,000	2,000	-	-	1,000	11,000	Staff Education and Teacher Institute
Staff Recruitment	6,000	-	-	-	-	6,000	We have access to SUNY Cortland and they will place student teachers in our facility which may help in teacher recruitment. We have a media specialist on the board and we have volunteers who have offered their services and business to produce TV, radio, and direct mailing ads. This will allow us to runs ads in the district and nearby districts
Student Recruitment / Marketing	6,000	-	-	-	-	6,000	
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	4,000	1,000	-	-	1,000	6,000	To support staff education only
Fundraising	-	-	-	-	-	-	
Other	10,000	4,000	-	-	-	14,000	gardens, soil, farm supplies and unplanned expenses. Some will become capital expense in actual budget
TOTAL SCHOOL OPERATIONS	197,000	25,500	-	-	21,000	243,500	
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	32,000	32,000	quotes from First Fidelity Brokerage, Inc and Austin and Co.
Janitorial	-	-	-	-	2,000	2,000	
Building and Land Rent / Lease / Facility Finance Interest	60,000	-	-	-	-	60,000	lease agreement prepared and agreed upon with not for profit that owns the school , 3 month delay in payment for reopening
Repairs & Maintenance	15,500	-	-	-	-	15,500	cost of bringing facility into compliance with specifications. This is based on building inspection report. Fire, CO2 detector replacement, and exit signs. Other repairs in report have been completed. Food service line and dining tables are largest cost

YEAR 1 BUDGET AND ASSUMPTION	TRUXTON ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2019 - JUNE 30, 2020						
Total Revenue	1,352,893	57,000	40,000	-	-	1,449,893	
Total Expenses	937,045	166,169	-	-	207,132	1,230,346	
Net Income	415,848	(109,169)	40,000	-	(207,132)	219,547	
Budgeted Student Enrollment	68	-				68	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Equipment / Furniture	20,000	-	-	-	-	20,000	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	95,500	-	-	-	34,000	129,500	
DEPRECIATION & AMORTIZATION	15,000	-	-	-	-	15,000	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	-	-	-	-	25,000	
TOTAL EXPENSES	937,045	166,169	-	-	207,132	1,230,346	
NET INCOME	415,848	(109,169)	40,000	-	(207,132)	219,547	

YEAR 1 BUDGET AND ASSUMPTION	TRUXTON ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2019 - JUNE 30, 2020						
Total Revenue	1,352,893	57,000	40,000	-	-	1,449,893	
Total Expenses	937,045	166,169	-	-	207,132	1,230,346	
Net Income	415,848	(109,169)	40,000	-	(207,132)	219,547	
Budgeted Student Enrollment	68	-				68	
	PROGRAM SERVICES		SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: HOMER CSD	37					37	
Other District 1: CORTLAND CITY SD	25					25	
Other District 2: MCGRAW CSD	2					2	
Other District 3: DERUYTER CSD	2					2	
Other District 4: TULLY CSD	1					1	
Other District 5: FABIVS-POMPEY CSD	1					1	
Other District 6:	-					-	
Other District 7:	-					-	
Other District 8:	-					-	
Other District 9:	-					-	
Other District 10:	-					-	
Other District 11:	-					-	
Other District 12:	-					-	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	68					68	
REVENUE PER PUPIL	19,895					21,322	
EXPENSES PER PUPIL	13,780					18,093	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	TRUXTON ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2019 - JUNE 30, 2020												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	110,000	155,276	21,416	155,276	21,416	166,169	27,809	161,669	27,809	161,669	86,345	166,170	1,261,025
Total Expenses	92,947	211,692	99,992	101,326	84,326	89,326	96,576	84,326	86,826	88,826	106,076	100,826	1,243,062
Net Income	17,053	(56,417)	(78,576)	53,950	(62,909)	76,843	(68,766)	77,343	(59,016)	72,843	(19,730)	65,344	17,963
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	0	0
Beginning Cash Balance	0	17,053	(39,364)	(117,939)	(63,989)	(126,898)	(50,055)	(118,821)	(41,478)	(100,494)	(27,651)	(47,381)	0
Ending Cash Balance	17,053	(39,364)	(117,939)	(63,989)	(126,898)	(50,055)	(118,821)	(41,478)	(100,494)	(27,651)	(47,381)	17,963	17,963
* Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."													
REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	Basic Tuition (2016-17)												
PRIMARY School District: HOMER CSD	11,592	85,008	-	85,008	-	85,008	-	85,008	-	85,008	-	85,008	510,048
Other District 1: CORTLAND CITY SD	10,642	35,473	-	35,473	-	35,473	-	35,473	-	35,473	-	35,474	212,840
Other District 2: MCGRAW CSD	11,748	3,916	-	3,916	-	3,916	-	3,916	-	3,916	-	3,916	23,496
Other District 3: DERUYTER CSD	13,569	4,523	-	4,523	-	4,523	-	4,523	-	4,523	-	4,523	27,138
Other District 4: TULLY CSD	10,536	1,756	-	1,756	-	1,756	-	1,756	-	1,756	-	1,756	10,536
Other District 5: FABIUS-POMPEY CSD	12,979	2,163	-	2,163	-	2,163	-	2,163	-	2,163	-	2,163	12,979
Other District 6:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 7:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 8:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 9:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 10:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 11:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 12:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 13:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 14:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other School Districts' Revenue: (Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Avg.)	11,310	132,839	-	132,839	-	132,839	-	132,839	-	132,839	-	132,840	797,037
Special Education Revenue	-	-	-	-	-	-	-	-	-	-	57,000	-	57,000
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	132,839	-	132,839	-	132,839	-	132,839	-	132,839	57,000	132,840	854,037
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	1,429	1,429	1,429	1,429	1,429	1,429	1,429	10,000
Title I	-	-	-	-	-	4,965	4,965	4,965	4,965	4,965	4,965	4,965	34,752
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	1,536	-	1,536
School Food Service (Free Lunch)	-	3,235	3,235	3,235	3,235	3,235	3,235	3,235	3,235	3,235	3,235	3,235	35,580
Grants													
Charter School Program (CSP) Planning & Implementation	100,000	18,182	18,182	18,182	18,182	18,182	18,182	18,182	18,182	18,182	18,182	18,182	300,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	100,000	21,416	21,416	21,416	21,416	27,809	27,809	27,809	27,809	27,809	29,345	27,810	381,868
LOCAL and OTHER REVENUE													
Contributions and Donations	10,000	-	-	-	-	-	-	-	-	-	-	-	10,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	4,500	-	-	-	-	-	4,500	9,000
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	1,020	-	1,020	-	1,020	-	1,020	-	1,020	-	1,020	6,120
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	10,000	1,020	-	1,020	-	5,520	-	1,020	-	1,020	-	5,520	25,120
TOTAL REVENUE	110,000	155,276	21,416	155,276	21,416	166,169	27,809	161,669	27,809	161,669	86,345	166,170	1,261,025

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	TRUXTON ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2019 - JUNE 30, 2020													
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
Total Revenue	110,000	155,276	21,416	155,276	21,416	166,169	27,809	161,669	27,809	161,669	86,345	166,170	1,261,025	
Total Expenses	92,947	211,692	99,992	101,326	84,326	89,326	96,576	84,326	86,826	88,826	106,076	100,826	1,243,062	
Net Income	17,053	(56,417)	(78,576)	53,950	(62,909)	76,843	(68,766)	77,343	(59,016)	72,843	(19,730)	65,344	17,963	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	0	0	
Beginning Cash Balance	0	17,053	(39,364)	(117,939)	(63,989)	(126,898)	(50,055)	(118,821)	(41,478)	(100,494)	(27,651)	(47,381)	0	
Ending Cash Balance	17,053	(39,364)	(117,939)	(63,989)	(126,898)	(50,055)	(118,821)	(41,478)	(100,494)	(27,651)	(47,381)	17,963	17,963	

EXPENSES		No. of Positions	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
ADMINISTRATIVE STAFF PERSONNEL COSTS															
Executive Management	1.00		6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	75,000
Instructional Management	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	1.00		4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	52,000
CFO / Director of Finance	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	1.00		2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	33,000
TOTAL ADMINISTRATIVE STAFF	3.00		13,333	160,000											
INSTRUCTIONAL PERSONNEL COSTS															
Teachers - Regular	4.00		16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	192,000
Teachers - SPED	1.00		4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	48,000
Substitute Teachers	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	1.00		2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	27,000
Specialty Teachers	1.50		6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	72,000
Aides	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	7.50		28,250	339,000											
NON-INSTRUCTIONAL PERSONNEL COSTS															
Nurse	0.50		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
Librarian	0.50		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
Custodian	1.00		2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	32,000
Security	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Other	1.00		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
TOTAL NON-INSTRUCTIONAL	3.00		7,667	92,000											
SUBTOTAL PERSONNEL SERVICE COSTS	13.50		49,250	591,000											
PAYROLL TAXES AND BENEFITS															
Payroll Taxes			3,629	3,629	3,629	3,629	3,629	3,629	3,629	3,629	3,629	3,629	3,629	3,629	43,542
Fringe / Employee Benefits			8,715	8,715	8,715	8,715	8,715	8,715	8,715	8,715	8,715	8,715	8,715	8,715	104,580
Retirement / Pension			1,937	1,937	1,937	1,937	1,937	1,937	1,937	1,937	1,937	1,937	1,937	1,937	23,240
TOTAL PAYROLL TAXES AND BENEFITS			14,280	171,362											
TOTAL PERSONNEL SERVICE COSTS	13.50		63,530	762,362											
CONTRACTED SERVICES															
Accounting / Audit			-	-	-	-	-	-	-	-	-	-	-	14,000	14,000
Legal			417	417	417	417	417	417	417	417	417	417	417	417	5,000
Management Company Fee			-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services			-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch			-	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	38,000
Payroll Services			167	167	167	167	167	167	167	167	167	167	167	167	2,000
Special Ed Services			-	1,700	-	-	-	-	-	-	-	-	-	-	1,700
Titlement Services (i.e. Title I)			-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting			583	583	583	583	583	583	583	583	583	583	583	583	7,000
TOTAL CONTRACTED SERVICES			1,167	6,321	4,621	18,621	67,700								

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	TRUXTON ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2019 - JUNE 30, 2020																		
	TOTAL REVENUE	TOTAL EXPENSES	NET INCOME	CASH FLOW ADJUSTMENTS	BEGINNING CASH BALANCE	ENDING CASH BALANCE	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
	110,000	155,276	21,416	155,276	21,416	166,169	27,809	161,669	27,809	161,669	86,345	166,170	1,261,025						
	92,947	211,692	99,992	101,326	84,326	89,326	96,576	84,326	86,826	88,826	106,076	100,826	1,243,062						
	17,053	(56,417)	(78,576)	53,950	(62,909)	76,843	(68,766)	77,343	(59,016)	72,843	(19,730)	65,344	17,963						
	-	-	-	-	-	-	-	-	-	-	-	0	0						
	0	17,053	(39,364)	(117,939)	(63,989)	(126,898)	(50,055)	(118,821)	(41,478)	(100,494)	(27,651)	(47,381)	0						
	17,053	(39,364)	(117,939)	(63,989)	(126,898)	(50,055)	(118,821)	(41,478)	(100,494)	(27,651)	(47,381)	17,963	17,963						
SCHOOL OPERATIONS																			
Board Expenses	250	250	250	250	250	250	250	250	250	250	250	250	3,000						
Classroom / Teaching Supplies & Materials	-	10,000	10,000	333	333	333	333	333	333	333	333	333	23,000						
Special Ed Supplies & Materials	-	3,000	-	-	-	1,000	-	-	-	-	-	-	4,000						
Textbooks / Workbooks	-	11,000	-	-	-	-	-	-	2,500	2,500	2,500	2,500	21,000						
Supplies & Materials other	-	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	15,000						
Equipment / Furniture	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	16,000						
Telephone	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	16,000						
Technology	-	30,000	9,000	-	-	-	10,000	-	-	-	-	10,000	59,000						
Student Testing & Assessment	-	-	-	-	-	4,000	-	-	-	-	-	3,000	7,000						
Field Trips	-	-	2,000	2,000	-	-	-	-	-	-	-	2,000	6,000						
Transportation (student)	667	667	667	667	667	667	667	667	667	667	667	667	8,000						
Student Services - other	-	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	15,500						
Office Expense	583	583	583	583	583	583	583	583	583	583	583	583	7,000						
Staff Development	-	8,000	-	-	-	-	2,000	-	-	-	-	1,000	11,000						
Staff Recruitment	4,000	-	-	-	-	-	-	-	-	-	2,000	-	6,000						
Student Recruitment / Marketing	3,000	-	-	-	-	-	-	-	-	-	-	3,000	6,000						
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-						
Travel (Staff)	-	545	545	545	545	545	545	545	545	545	545	545	6,000						
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-						
Other	-	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	14,000						
TOTAL SCHOOL OPERATIONS	11,167	70,758	29,758	11,091	9,091	14,091	21,091	9,091	11,591	13,591	30,591	11,591	243,500						
FACILITY OPERATION & MAINTENANCE																			
Insurance	-	32,000	-	-	-	-	-	-	-	-	-	-	32,000						
Janitorial	-	1,500	-	-	-	-	250	-	-	-	-	250	2,000						
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	20,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000						
Repairs & Maintenance	-	15,500	-	-	-	-	-	-	-	-	-	-	15,500						
Equipment / Furniture	-	20,000	-	-	-	-	-	-	-	-	-	-	20,000						
Security	-	-	-	-	-	-	-	-	-	-	-	-	-						
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-						
TOTAL FACILITY OPERATION & MAINTENANCE	-	69,000	-	20,000	5,000	5,000	5,250	5,000	5,000	5,000	5,250	5,000	129,500						
DEPRECIATION & AMORTIZATION	15,000	-	-	-	-	-	-	-	-	-	-	-	15,000						
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000						
TOTAL EXPENSES	92,947	211,692	99,992	101,326	84,326	89,326	96,576	84,326	86,826	88,826	106,076	100,826	1,243,062						
NET INCOME	17,053	(56,417)	(78,576)	53,950	(62,909)	76,843	(68,766)	77,343	(59,016)	72,843	(19,730)	65,344	17,963						
CASH FLOW ADJUSTMENTS																			
OPERATING ACTIVITIES																			
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-						
Other	-	-	-	-	-	-	-	-	-	-	-	-	-						
INVESTMENT ACTIVITIES																			
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-						
Other	-	-	-	-	-	-	-	-	-	-	-	-	-						
FINANCING ACTIVITIES																			
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-						
Other	-	-	-	-	-	-	-	-	-	-	-	-	0						
Total Cash Flow Adjustments	0	17,053	(39,364)	(117,939)	(63,989)	(126,898)	(50,055)	(118,821)	(41,478)	(100,494)	(27,651)	(47,381)	0						
NET INCOME	17,053	(56,417)	(78,576)	53,950	(62,909)	76,843	(68,766)	77,343	(59,016)	72,843	(19,730)	65,344	17,963						
BEGINNING CASH BALANCE	0	17,053	(39,364)	(117,939)	(63,989)	(126,898)	(50,055)	(118,821)	(41,478)	(100,494)	(27,651)	(47,381)	0						
ENDING CASH BALANCE	17,053	(39,364)	(117,939)	(63,989)	(126,898)	(50,055)	(118,821)	(41,478)	(100,494)	(27,651)	(47,381)	17,963	17,963						

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			TRUXTON ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
<p><i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i></p>			PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD					<p><i>*NOTE: State assumptions that are being made in the section provided below.</i></p>
			2019-20 THROUGH 2023-24					
			Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
Total Revenue			1,261,025	1,377,461	1,499,479	1,654,843	1,916,227	
Total Expenses			1,243,062	1,287,128	1,433,223	1,567,563	1,673,744	
Net Income (Before Cash Flow Adjustments)			17,963	90,333	66,256	87,280	242,483	
Budgeted Student Enrollment			68	82	101	121	141	
			<p>Per Pupil Revenue Percentage Increase</p> <p>0.0% 0.0% 0.0% 0.0% 0.0%</p>					assume no increase as conservative measure
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue			Basic Tuition (2016-17)					
PRIMARY School District:	Homer Central SD	11,592	510,048	486,864	614,376	799,848	880,992	
Other District 1:	CORTLAND CITY SD	10,642	212,840	319,260	372,470	446,964	585,310	
Other District 2:	MCGRAW CSD	11,748	23,496	35,244	35,244	35,244	35,244	
Other District 3:	DERUYTER CSD	13,569	27,138	40,707	40,707	40,707	40,707	
Other District 4:	TULLY CSD	10,536	10,536	21,072	21,072	21,072	21,072	
Other District 5:	FABIUS-POMPEY CSD	12,979	12,979	25,958	25,958	25,958	25,958	
Other District 6:		-	-	-	-	-	-	
Other District 7:		-	-	-	-	-	-	
Other District 8:		-	-	-	-	-	-	
Other District 9:		-	-	-	-	-	-	
Other District 10:		-	-	-	-	-	-	
Other District 11:		-	-	-	-	-	-	
Other District 12:		-	-	-	-	-	-	
Other District 13:		-	-	-	-	-	-	
Other District 14:		-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	11,310	797,037	929,105	1,109,827	1,369,793	1,589,283	
Special Education Revenue			57,000	70,000	80,664	97,440	114,000	12% special ed predicted based on district of residence, \$7000 20-60% special ed time
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	We plan to pursue grants for rural education, STEM, and ELL. We have discussed with SUNY ESF and Syracuse University. The RED group has worked with us and plans to offer us services to capture these grants as they specialize in that area.
TOTAL REVENUE FROM STATE SOURCES			854,037	999,105	1,190,491	1,467,233	1,703,283	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			10,000	15,514	21,153	25,518	25,518	12% Spec Ed with greater than 60% Special Ed. Instruction time
Title I			34,752	46,336	56,762	68,346	79,640	40% of students used as a cautious under estimate at \$1448/student. Last FRPL for our area (Hartnett Elementary School) was 55% while our district was 40%. Hartnett school is the most accurate predictor as our population will come from that same geographic and demographic group. We will also pull some from Cortland which has a higher FRPL 46% Free and 8% reduced. Homer has a free of 37% and reduced of 8%. FRPL percentage since I calculated have risen even higher.
Title Funding - Other			1,536	2,094	2,527	2,710	2,710	based off FRPL numbers from 2014-15 data for Hartnett School
School Food Service (Free Lunch)			35,580	45,000	58,000	68,000	80,000	blended FRPL 37% free, 14% reduced, 49% full x # student's x 189 days. This data is conservative as the numbers for Homer have increased over the past 2 years. Cortland the 2nd largest sending school has even higher need. 189 days FRPL rate 37% x \$3.13(underestimated both reimbursement rate and percentage of students as a conservative buffer)
Grants								
Charter School Program (CSP) Planning & Implementation			300,000	250,000	150,000	-	-	100k in preopening, 300K in 1st year and 250k used in 2nd year, and 150k in the 3rd year.
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			381,868	358,944	288,442	164,574	187,868	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	TRUXTON ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	1,261,025	1,377,461	1,499,479	1,654,843	1,916,227	
Total Expenses	1,243,062	1,287,128	1,433,223	1,567,563	1,673,744	
Net Income (Before Cash Flow Adjustments)	17,963	90,333	66,256	87,280	242,483	
Budgeted Student Enrollment	68	82	101	121	141	
	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
LOCAL and OTHER REVENUE						
Contributions and Donations	10,000	8,000	8,000	8,000	8,000	we have well over 100,000 in donations from the community to support the creation of the Charter School to this point
Fundraising	-	-	-	-	-	
Erate Reimbursement	9,000	3,150	2,550	3,000	3,000	150/student
Earnings on Investments	-	-	-	-	-	
Interest Income	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	Full Price lunch at cost + breakfast at cost X # of school days x % of student's. + reduce (.25 lunch and breakfast) X number of school days. This revenue is not included in the budget intentionally to help create a conservative estimate. Numbers are available upon request.
Text Book	6,120	8,262	9,996	12,036	14,076	\$102/student according to HCSD provided numbers
OTHER	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	25,120	19,412	20,546	23,036	25,076	
TOTAL REVENUE	1,261,025	1,377,461	1,499,479	1,654,843	1,916,227	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		TRUXTON ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD					*NOTE: State assumptions that are being made in the section provided below.
		2019-20 THROUGH 2023-24					
Total Revenue		1,261,025	1,377,461	1,499,479	1,654,843	1,916,227	
Total Expenses		1,243,062	1,287,128	1,433,223	1,567,563	1,673,744	
Net Income (Before Cash Flow Adjustments)		17,963	90,333	66,256	87,280	242,483	
Budgeted Student Enrollment		68	82	101	121	141	
		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
EXPENSES							NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of Positions					
Executive Management	1.00	75,000	76,500	78,030	79,591	81,182	
Instructional Management	-	-	-	-	-	-	
Deans, Directors & Coordinators	1.00	52,000	53,040	54,101	55,183	56,286	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	1.00	33,000	33,660	34,333	35,020	35,720	
TOTAL ADMINISTRATIVE STAFF	3.00	160,000	163,200	166,464	169,793	173,189	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular		192,000	195,840	247,757	300,712	354,726	
Teachers - SPED	1.00	48,000	48,960	49,939	50,987	52,007	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	1.00	27,000	54,540	55,631	56,743	57,878	
Specialty Teachers	1.50	72,000	73,440	98,909	100,887	102,905	0.5 FTE for a PE Teacher, .05 FTE years 1 & 2 then 1FTE years 3 to 5 for our ELL teacher, 0.25 FTE Music and 0.25 Art
Aides	-	-	-	-	20,000	20,400	Aide planned at year 4 to adjust for additional students
Therapists & Counselors	-	-	-	-	-	-	contracted as needed, funds built into budget under consulting
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	3.50	339,000	372,780	452,236	529,329	587,916	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	0.50	20,000	20,400	20,808	21,224	21,649	
Librarian	0.50	20,000	20,400	20,808	21,224	21,649	Education Tech Specialist/also expect community volunteer to cover library and media
Custodian	1.00	32,000	32,640	33,293	33,959	34,638	
Security	-	-	-	-	-	-	
Other	1.00	20,000	20,400	20,808	21,224	21,649	Food service worker needs based on discussion with previous food service worker and with food service managers
TOTAL NON-INSTRUCTIONAL	3.00	92,000	93,840	95,717	97,631	99,584	
SUBTOTAL PERSONNEL SERVICE COSTS		9.50	591,000	629,820	714,416	796,754	860,689
PAYROLL TAXES AND BENEFITS							9%
Payroll Taxes		43,542	52,277	53,323	67,523	69,548	health care,, dental, indiv. Life, long and short dis., 18% budgeted
Fringe / Employee Benefits		104,580	104,554	106,646	135,045	139,097	403b, 4% match vested at 2 years service
Retirement / Pension		23,240	23,234	23,699	30,010	30,910	
TOTAL PAYROLL TAXES AND BENEFITS		171,362	180,065	183,668	232,578	239,555	
TOTAL PERSONNEL SERVICE COSTS		9.50	762,362	809,885	898,084	1,029,332	1,100,244
CONTRACTED SERVICES							
Accounting / Audit		14,000	14,000	14,000	14,000	14,000	Quotes by Neal Curling and Assc. For yearly audits, training of Charter Staff on bookkeeping
Legal		5,000	7,000	7,000	10,000	10,000	based on review of similar school and discussion with their legal advisor
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	TRUXTON ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.						*NOTE: State assumptions that are being made in the section provided below.
Total Revenue	1,261,025	1,377,461	1,499,479	1,654,843	1,916,227	
Total Expenses	1,243,062	1,287,128	1,433,223	1,567,563	1,673,744	
Net Income (Before Cash Flow Adjustments)	17,963	90,333	66,256	87,280	242,483	
Budgeted Student Enrollment	68	82	101	121	141	
	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
Food Service / School Lunch	38,000	46,170	57,570	68,970	80,370	FRPL, number of meals served, collection rate and based on actual quoted cost of breakfast, lunch, and snack from Preferred Meals. \$1.55-1.70 breakfast, \$2.65-2.75 lunch. These include all serving supplies, coolers and heaters. We have budget else a food serving line and funding to allow use to use some farm or garden food to school in the menus. The figures are based on Full price meals served only to keep the budget conservative again
Payroll Services	2,000	2,200	3,000	3,200	3,500	based on quote from Ray Scwab & Co, 2nd quote by Neal Curling and Assc
Special Ed Services	1,700	2,000	2,000	2,500	2,500	
Titlement Services (i.e. Title I)	-	-	-	-	-	
Other Purchased / Professional / Consulting	7,000	10,000	10,000	10,000	10,000	Grant writing , e-rate applications, web site, We will pursue grants for rural life and education, STEM, and dsadvantaged with the RED Group.
TOTAL CONTRACTED SERVICES	67,700	81,370	93,570	108,670	120,370	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	TRUXTON ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	1,261,025	1,377,461	1,499,479	1,654,843	1,916,227	
Total Expenses	1,243,062	1,287,128	1,433,223	1,567,563	1,673,744	
Net Income (Before Cash Flow Adjustments)	17,963	90,333	66,256	87,280	242,483	
Budgeted Student Enrollment	68	82	101	121	141	
	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
SCHOOL OPERATIONS						
Board Expenses	3,000	3,500	8,000	4,000	8,500	Note in preopening and 3rd and 5th year, larger sum for training of new board members
Classroom / Teaching Supplies & Materials	23,000	32,000	34,000	36,000	37,000	
Special Ed Supplies & Materials	4,000	4,500	4,901	5,003	5,506	
Textbooks / Workbooks	21,000	18,000	15,000	18,000	18,000	more budgeted than previous school in the building
Supplies & Materials other	15,000	16,000	18,000	20,000	21,000	adjusted for student population and inflation
Equipment / Furniture	16,000	15,000	18,000	20,000	23,000	adjusted for student population and inflation
Telephone	16,000	12,360	12,731	13,113	13,506	
Technology	59,000	15,000	20,000	20,000	20,000	Initially expect higher tech cost due to network installation, and hardware cost, then stabilize
Student Testing & Assessment	7,000	7,500	9,000	9,500	9,700	We been in contact and have emails with the cost of testing from a couple of companies
Field Trips	6,000	8,000	10,000	12,000	13,000	Rural life labs
Transportation (student)	8,000	9,000	13,500	13,500	14,000	Afterschool and rural life labs
Student Services - other	15,500	25,123	34,037	40,113	43,818	contracted services such as counselors and Sub. Teachers. Local pay rate for Subs is less than \$85/day x 5 sick days/teacher/year. Increasing cost adjusted for additional instructional staff.
Office Expense	7,000	10,000	12,000	13,000	13,000	
Staff Development	11,000	12,000	15,000	17,000	18,000	Summer Training Institute
Staff Recruitment	6,000	7,500	8,000	8,500	8,500	increases with staff increases, yet staff expected to be retained
Student Recruitment / Marketing	6,000	8,000	8,000	6,000	5,000	increases with planned increase in students and then taper level after number stable, as we expect a waitlist by year 3
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	6,000	8,000	10,000	12,000	13,000	for staff development and education
Fundraising	-	500	500	500	500	
Other	14,000	15,000	15,000	20,000	25,000	Year 1 gardens, Year 2 construct green house, poultry and rabbit hutches, Year 4 Barn, Non-CSP Funds, Grounds maintenance, feed, and animal care. These are capital expense and will moved with actual budget, again no CSP funds
TOTAL SCHOOL OPERATIONS	243,500	226,983	265,669	288,229	310,030	
FACILITY OPERATION & MAINTENANCE						
Insurance	32,000	35,000	38,000	39,000	40,000	exceeds Quote from Austin & Co.
Janitorial	2,000	2,200	2,500	2,700	2,700	
Building and Land Rent / Lease / Facility Finance Interest	60,000	60,000	60,000	60,000	60,000	ease + utilities, based off previous utility cost., lease agreement between Not-for-profit and Charter School
Repairs & Maintenance	15,500	11,845	12,200	12,566	12,950	
Equipment / Furniture	20,000	2,500	2,500	2,500	2,500	Year 1 is likely an over estimate as most furniture has been recovered from the closed school. We have also inventoried many donations from community and businesses
Security	-	11,845	12,200	12,566	12,950	
Utilities	-	2,500	2,500	2,500	2,500	all utilities included in lease price, except trash which we will seek town/voter approval for use of town transfer station facilities. Compostable waste will be onsite.
TOTAL FACILITY OPERATION & MAINTENANCE	129,500	125,890	129,900	131,832	133,600	
DEPRECIATION & AMORTIZATION	15,000	18,000	21,000	9,500	9,500	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	25,000	25,000	-	-	
TOTAL EXPENSES	1,243,062	1,287,128	1,433,223	1,567,563	1,673,744	
NET INCOME	17,963	90,333	66,256	87,280	242,483	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	TRUXTON ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	1,261,025	1,377,461	1,499,479	1,654,843	1,916,227	
Total Expenses	1,243,062	1,287,128	1,433,223	1,567,563	1,673,744	
Net Income (Before Cash Flow Adjustments)	17,963	90,333	66,256	87,280	242,483	
Budgeted Student Enrollment	68	82	101	121	141	
	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: HOMER CSD	37	42	53	69	76	
Other District 1: CORTLAND CITY SD	25	30	38	42	55	
Other District 2: MCGRAW CSD	2	3	3	3	3	
Other District 3: DERUYTER CSD	2	3	3	3	3	
Other District 4: TULLY CSD	1	2	2	2	2	
Other District 5: FABIVS-POMPEY CSD	1	2	2	2	2	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	68	82	101	121	141	
REVENUE PER PUPIL	18,544	16,798	14,846	13,676	13,590	
EXPENSES PER PUPIL	18,280	15,697	14,190	12,955	11,871	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	0	-	-	-	-	
Total Financing Activities	0	-	-	-	-	
Total Cash Flow Adjustments	0	-	-	-	-	
NET INCOME	17,963	90,333	66,256	87,280	242,483	
Beginning Cash Balance	0	17,963	108,296	174,551	261,832	
ENDING CASH BALANCE	17,963	108,296	174,551	261,832	504,315	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: HOMER CSD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for HOMER CSD School District	Projected Impact (% of District's Total Budget)
Year 1 (2019-20)	37	11,592	428,904	31,000	459,904	40,884,142	1.125%
Year 2 (2020-21)	42	11,592	486,864	35,280	522,144	40,884,142	1.277%
Year 3 (2021-22)	53	11,592	614,376	44,552	658,928	40,884,142	1.612%
Year 4 (2022-23)	69	11,592	799,848	57,790	857,638	40,884,142	2.098%
Year 5 (2023-24)	76	11,592	880,992	63,840	944,832	40,884,142	2.311%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	actually district budget from there website
OTHER NOTES:	

Second Largest Enrollment District: CORTLAND CITY SD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for CORTLAND CITY SD School District	Projected Impact (% of District's Total Budget)
Year 1 (2019-20)	25	10,642	266,050	14,000	280,050	49,576,887	0.565%
Year 2 (2020-21)	30	10,642	319,260	25,200	344,460	49,576,887	0.695%
Year 3 (2021-22)	38	10,642	404,396	31,920	436,316	49,576,887	0.880%
Year 4 (2022-23)	42	10,642	446,964	35,280	482,244	49,576,887	0.973%
Year 5 (2023-24)	55	10,642	585,310	46,200	631,510	49,576,887	1.274%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	CCSD's release budget
31920	

RESPONSE 21F – LETTERS OF COMMITMENT

Request is not applicable.

RESPONSE 21G - NON-SUNY FINANCIALS

Request is not applicable.

R-22 Action Plan

This Action Plan specifies the tasks that TACS's Board of Trustees and Leadership Team need to complete prior to opening in August 2019. This list is not exhaustive and we anticipate it will evolve and expand. The Founding Board and the Leadership Team will review, revise and update the list to ensure tasks are identified and driven to completion prior to opening. They will contact other charter schools to incorporate lessons learned from their start-ups.

BOT=Board of Trustees; SA School Administrator; SC=Staffing Committee; BF=Budget and Finance

Category	Task	Start Date	Completion Date	Person(s) Responsible	Description
Governance, Policy and Compliance	Continue Monthly Board Meetings and Confirm Officers	June, 2018	July, 2018	BOT	The proposed TACS Board of Trustees has met on the first Monday of each month for the past 3 years.
Governance, Policy and Compliance	By Laws	Sept. 2018	October, 2018	BOT	Refine and finalize By-Laws
Governance, Policy and Compliance	Code of Ethics	Sept. 2018	October, 2018	BOT	Refine and finalize Code of Ethics
Governance, Policy and Compliance	Policy Manual	Sept. 2018	October, 2018	BOT	Refine and finalize policy manual
Governance, Policy and Compliance	Obtain EIN	July, 2018	Sept. 2018	BOT	File for Employer Identification Number
Governance, Policy and Compliance	Obtain 501c3 Status	July, 2018	Dec. 2018	BOT	File and obtain 501c3 status
Governance, Policy and Compliance	Employee Handbook	Sept. 2018	October, 2018	BOT	Develop and finalize Employee Handbook
Governance, Policy and Compliance	Family/Student Handbook	Sept. 2018	October, 2018	BOT	Develop and finalize Student Handbook
Governance, Policy and Compliance	Fiscal Policy and Procedures	Sept. 2018	October, 2018	BOT	Develop and finalize fiscal policy and procedures
Governance, Policy and Compliance	Accounting and Auditing	Sept. 2018	October, 2018	BOT	Research and hire accounting firm
Governance, Policy and Compliance	Increase Number of Board Members	Sept. 2018	Nov. 2018	BOT	Recruit additional Board members
Governance, Policy and Compliance	Board Orientation, Training and Retreat	October, 2018	Nov. 2018	BOT	Develop Board Orientation Packet and hold a Board Training Retreat
Building and Facility	Finalize Lease	July, 2018	Sept. 2018	BOT	Finalize lease agreement with Truxton Alumni and Community Supporters - owner of the building

Category	Task	Start Date	Completion Date	Person(s) Responsible	Description
Building and Facility	Building Inspections	July, 2018	Sept. 2018	BOT	Inspection of building and facility to determine items that need to be addressed to secure all required permits and approval for occupancy, develop procedure to meet all regularly scheduled inspections
Building and Facility	Instructional Needs	Feb. 2019	June, 2019	SA	Determine classroom furniture, accessories, technology and equipment needs
Building and Facility	Administrative Needs	March, 2019	June, 2019	SA	Determine administrative needs
Building and Facility	Kitchen and Cafeteria Needs	March, 2019	June, 2019	SA	Determine kitchen and cafeteria needs
Building and Facility	Security and Emergency Plan	Sept. 2018	Dec. 2018	SA	Determine security needs, develop and write emergency plan
Building and Facility	Building and Facility Modifications	Sept. 2018	April, 2019	SA	Address all items identified in the inspection
Instruction	Finalize School Calendar	October, 2018	Jan. 2019	BOT/SA	Review and finalize school calendar
Instruction	Create and finalize student schedules	March, 2019	June, 2019	SA	Differentiate student schedules by grade level
Instruction	Finalize Curriculum	Nov. 2018	Apr-19	SA	Review and finalize curriculum
Instruction	Summer Program for 2019	Jan. 2019	July, 2019	BOT/SA	Plan and conduct summer program for students - TBD
Instruction	Professional Development	April, 2019	August, 2019	SA/BOT	Develop professional development plans
Instruction	Teacher Institute	June, 2019	August, 2019	SA	Plan and conduct staff orientation and summer professional development
Staffing	Form Hiring Committee	Sept. 2018	October, 2018	BOT	The BOT will form a Hiring Committee to meet staffing needs
Staffing	Define Staffing Needs	October, 2018	Nov. 2018	SC	Based on curriculum and enrollment, define staffing needs
Staffing	Determine Requirements and Qualifications	October, 2018	Nov. 2018	SC	Ensure open positions meet qualification requirements
Staffing	Advertise, Recruit and Interview for Head of School	October, 2018	Feb. 2019	SC	Advertise, recruit, and interview for Head of School.
Staffing	Check references, Complete Background Checks, and Hire Head of School	Feb. 2019	March, 2019	BOT/SC	Hire Head of School to start work on April 1, 2019
Staffing	Advertise, recruit, and interview for Student Achievement Coordinator, Teachers, and other staff positions	Jan. 2019	April, 2019	SC	Advertise, recruit, and interview candidates for Student Achievement Coordinator, Teachers, and other staff positions to start in August, 2019

Category	Task	Start Date	Completion Date	Person(s) Responsible	Description
Staffing	Check references, Complete Background Checks, and Propose Candidates to BOT	March, 2019	May, 2019	SC	Hiring Committee proposes candidates to BOT to hire
Staffing	Hire Teachers and Other Staff Positions	April, 2019	August, 2019	SA	Offering of employment and review benefits
Operations	Administration	June, 2018	June, 2019	BOT	The BOT will define role and responsibilities. Operating a small school may mean positions will cross over and support several areas while we need to maintain flexibility we need to preserve a separation of duties to ensure proper checks and balances are in place while managing workload for individuals.
Operations	Budget and Finance	June, 2018	June, 2019	BOT / SA	The BOT and SA will define the Budget and Finance roles and responsibilities. In a small school positions may support several areas. Flexibility will be maintained as well as a separation of duties to ensure proper checks and balances while managing individuals' workloads.
Operations	Instruction	June, 2018	August, 2019	BOT / SA	The BOT and SA will define Instructional roles and responsibilities. Positions in a small school may cross over and support several areas. TACS will maintain flexibility as well as a separation of duties ensuring proper checks and balances and management of individuals' workloads.
Operations	Food Service	Jan. 2019	August, 2019	BOT / SA	The roles and responsibilities of the Food Service staff will be defined. Positions may cross over and support several areas in a small school. We need to maintain flexibility and a separation of duties to ensure proper checks and balances while managing the workloads for individual staff members.

Category	Task	Start Date	Completion Date	Person(s) Responsible	Description
Operations	Transportation	April, 2019	August, 2019	BOT / SA	The BOT and SA will work with districts and staff members to meet TACS's transportation needs. Roles and responsibilities will be defined. Positions may support several areas at TACS. Flexibility will be maintained as well as a separation of duties to ensure proper checks and balances and individuals' workloads.
Operations	Health Services	April, 2019	August, 2019	BOT / SA	The BOT and SA will define staff members' roles and responsibilities regarding health services. Positions may cross over and support several areas in a small school. We will maintain flexibility as well a separation of duties, ensuring proper checks and balances and managing individuals' workloads.
Operations	Building and Grounds	April, 2019	August, 2019	BOT / SA	The roles and responsibilities for TACS's Building and Grounds will be defined by the BOT and SA. Positions may support several areas in a small school. Flexibility as well as a separation of duties will be maintained to ensure proper checks and balances and management of individuals' workloads.
Enrollment	Write press release	Sept. 2018	October, 2018	BOT	Inform community stakeholders about charter approval
Enrollment	Market and Advertise	April, 2018	August, 2019	BOT / SA	Marketing and advertising will be ongoing to ensure enrollment is met
Enrollment	Admissions and Enrollment	Sept. 2018	Jan. 2019	BOT	Comprehensive policies for admissions, enrollment and attendance must be drafted by the school board
Enrollment	Launch a recruiting and marketing campaign	October, 2018	August, 2019	BOT	Design and post informational flyers in communities and contact media (TV stations and newspapers) for coverage
Enrollment	Community Organizations	October, 2018	April, 2019	BOT	Identify and work with community organizations to assist with awareness and interest
Enrollment	Enrollment Application to SUNY	Nov. 2018	Dec. 2018	BOT	Submit enrollment application to SUNY for review
Enrollment	Define Application Period and set a Lottery Date	Jan. 2019	Jan. 2019	BOT	Define application period and set a lottery date
Enrollment	Publicize the lottery date and location	Jan. 2019	Jan. 2019	BOT	Marketing through social media and local newspaper

Category	Task	Start Date	Completion Date	Person(s) Responsible	Description
Enrollment	Open House for Families and Potential Students	October, 2018	June, 2019	BOT/SA	Publicize monthly Open House events for potential students and their families
Enrollment	Conduct the Lottery	April, 2019	April, 2019	SA	Conduct the lottery
Enrollment	Notify Parents and Guardians	April, 2019	April, 2019	SA	Notify parents and guardians of the results of the lottery
Enrollment	Acceptances and declinations	April, 2019	April, 2019	SA	Monitor acceptances and declinations
Enrollment	Waitlist	April, 2019	April, 2019	SA	Establish waitlist
Enrollment	Application and Admission Summary	April, 2019	May, 2019	SA	Complete admission summary form
Enrollment	Student Rosters	May, 2019	July, 2019	SA	Draw up class rosters
Enrollment	Special education student records	June, 2019	August, 2019	SA	Obtain any existing special education records, including IEPs, for all entering students with disabilities
Enrollment	Request Student Records from sending schools	June, 2019	Sept. 2019	SA	Confirm receipt of student records
Business and Finance	Establish Bank Accounts	Sept. 2018	Sept. 2018	BOT	Establish bank accounts
Business and Finance	Apply for CSP funding to NYCDOE	October, 2018	March, 2019	BOT, BF	Extended process of reporting task completion, etc.
Business and Finance	Apply for Grant Funding for Summer Program	Feb. 2019	April, 2019	BOT	Complete local grant application for TACS's 2019 Summer Learning Program
Business and Finance	Establish Financial System including Payroll	June, 2018	October, 2018	BF	Establish financial system including payroll
Business and Finance	Finalize 2019-2020 Budget and Present to BOT	Jan. 2019	May, 2019	BOT / SA / BF	Develop, review and approve budget

RESPONSE 23A – SUPPLEMENTAL NARRATIVE

Request is not applicable.

R-23B – SUPPLEMENTAL ATTACHMENTS

Attachment A1 – Projected 5-Year Fiscal Impact on Homer Central School District

Projected 5 Year Fiscal Impact On Homer CSD Based On State Mandated Financial Obligation To Truxton Academy Charter School (TACS)							
School Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Local Tax Revenue	\$16,199,574	\$16,582,754	\$16,974,998	\$17,376,520	\$17,787,539	\$18,208,281	\$18,638,975
State Aid	\$23,294,385	\$24,085,784	\$24,904,070	\$25,750,156	\$26,624,987	\$27,529,539	\$28,464,822
Projected Homer enrollment (from Cornell PAD) (projected)	1,859	1,821	1,812	1,784	1,756	1,724	1,680
Projected TACS enrollment estimate			68	82	101	121	141
Projected Homer enrollment (from Cornell PAD) reducing enrollment by TACS enrollment estimate	1,859	1,821	1,744	1,702	1,655	1,603	1,539
Local Tax Revenue per student	\$8,714	\$9,106	\$9,733	\$10,209	\$10,709	\$11,233	\$11,782
State Aid per student	\$12,531	\$13,227	\$14,280	\$15,129	\$16,029	\$16,983	\$17,993
Total revenue per student from local taxes and state aid	\$21,245	\$22,333	\$24,013	\$25,339	\$26,738	\$28,214	\$29,771
Annual tuition per student paid to TACS by HCSD	\$12,092	\$12,092	\$12,092	\$12,092	\$12,092	\$12,092	\$12,092
Annual surplus to HCSD per student attending TACS	\$9,153	\$10,241	\$11,921	\$13,247	\$14,720	\$16,357	\$18,175
Tuition paid by HCSD to Truxton Academy does not include inflation adjustments. Adding inflation will reduce surplus to HCSD proportionately.							
Amounts and numbers for 2021-2024 calculated from trend.							

Attachment A2 – Homer Central School District – Truxton Academy Charter School’s Minimal Impact on Teachers

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	
1	HCSD - Truxton Academy minimal impact on teachers						Victor Siegle		Revised 2018.06.17											
2																				
3	Conclusions from below:																			
4	Average yearly attrition for HCSD K-6 teachers is expected to be 4 to 5 teachers based upon an average teacher turnover rate of 10% per year.																			
5	This implies that 20 to 25 teachers will leave through attrition in 5 years.																			
6	Because HCSD needs to reduce a total of only 5 teachers in a 5-year timespan, the higher actual attrition of 20 - 25 teachers will not not require any forced layoffs.																			
7	Natural attrition should make most of the Transition Aid (an amount in excess of \$2,000,000) available for other purposes because it will not be needed for teacher salaries.																			
8	This spreadsheets demonstrates that teachers will NOT BE LAID OFF and that all teacher reduction will occur through attrition. All the numbers and amounts are assumptions based upon 2017-2018 amounts and numbe																			
9																				
10		HCSD 2017-2018 School Year - Actual Enrollment	Actual (K-3) or Estimated (grades 4-6) # of classrooms per grade	Average class size per grade	Projected enrollment change from 2017 to 2019	HCSD 2019-2020 School Year Projected Enrollment	Estimated # of classrooms per grade	Average class size per grade	Projected enrollment change from 2019 to 2020	HCSD 2020-2021 School Year Projected Enrollment	Estimated # of classrooms per grade	Average class size per grade	Projected enrollment change from 2020 to 2021	HCSD 2021-2022 School Year Projected Enrollment	Estimated # of classrooms per grade	Average class size per grade				
11	HCSD enrollment per grade																			
12	K	101	6	16.83	-2.53%	98	6	16.33	-1.55%	96	6	16.00	-1.57%	94	6	15.67				
13	1 st	110	6	18.33	-2.53%	107	6	17.83	-1.55%	105	6	17.50	-1.57%	103	6	17.17				
14	2 nd	124	6	20.67	-2.53%	121	6	20.17	-1.55%	119	6	19.83	-1.57%	117	6	19.50				
15	3 rd	138	7	19.71	-2.53%	135	7	19.29	-1.55%	133	7	19.00	-1.57%	131	7	18.71				
16	4 th	160	8	20.00	-2.53%	156	8	19.50	-1.55%	154	8	19.25	-1.57%	152	8	19.00				
17	5 th	130	8	16.25	-2.53%	127	7	18.14	-1.55%	125	7	17.86	-1.57%	123	7	17.57				
18	6 th	151	9	16.78	-2.53%	147	8	18.38	-1.55%	145	8	18.13	-1.57%	143	8	17.88				
19	<hr/>																			
20	Total HCSD student count for K - 6	914				891				877				863						
21	Teacher count		50				48				48				48					
22	Average class size			18.28				18.56				18.27				17.98				
23	Impact on HCSD students and teachers from establishment of TACS																			
24	# of HCSD students to TACS					37				42				53						
25	Incremental # students to TACS					37				5				11						
26	# of grades in TACS					3				4				5						
27	HCSD student count (for K - 6)					854				835				810						
28	Teacher count (to keep similar average class size)						46				46				45					
29	Average class size							18.57				18.15				18.00				
30	Increase / reduction in students per classroom							0.003				-0.119				0.021				
31	Teachers no longer needed with class size remaining approximately unchanged						2				2				3					
32																				
33																				
34																				
35																				
36																				
37																				
38																				
39																				
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42																				

