

PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information

Charter School Name:	Our World Neighborhood Charter School 2		
Education Corp. Name:	Our World Neighborhood Charter School		
Education Corp. Status:	Existing Education Corporation	Proposal Type:	Replication Proposal
School District (or NYC CSD):	CSD 27		
Opening Date:	8/28/2017		

Proposed Grades and Enrollment

Charter Year	Grades	Enrollment
Year 1	K-1	153
Year 2	K-2	234
Year 3	K-3	315
Year 4	K-4	396
Year 5	K-5	477

Proposed Affiliations (if any)

Charter Management Company ("CMO"):	NA
CMO Public Contact Info (Name, Phone):	NA
Partner Organization:	NA
Partner Public Contact Info (Name, Phone):	NA

Lead Applicant Contact Information

First Lead Applicant Name:	Jeanette Betancourt, Ed.D.		
Applicant is a:	☐ Parent	☐ Teacher	☐ School Administrator ☐ District Resident ☒ Education Corp./Charter School
Applicant Mailing Address:	Our World Neighborhood Charter School, 36-12 35th Avenue, Astoria, N.Y. 11106		
Primary Phone #:		Secondary Phone #:	Email:

Second Lead Applicant Name:	NA		
Applicant is a:	☐ Parent	☐ Teacher	☐ School Administrator ☐ District Resident ☐ Education Corp./Charter School
Applicant Mailing Address:			
Primary Phone #:		Secondary Phone #:	Email:

List additional lead applicants in the "Other" section. ☒ Not Applicable ☐ Additional Applicants Listed in "Other"

Media/Public Contact Information (required)

Name:	Mark Crusante	Phone #:	718-382-3405	Email:	mcrusante@owncs.org

Lead Applicant Signature

Signature:

Yvette Betancourt

Date:

3/28/2016

Digital Signatures accepted. If a handwritten signature is used, the institute must receive the transmittal form, bearing an original signature, postmarked no later than the proposal submission deadline. 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 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Submit Completed Proposal to:
Charter Schools Institute, State
University of New York, 41 State St.,
Suite 700, Albany, New York 12207.

Phone: (518) 445-4250
Fax: (518) 320-1572
Email: charters@suny.edu

OFFICIAL USE ONLY:

Received By:

Date:

MISSION STATEMENT

Our World Neighborhood Charter School 2 will educate our students to become independent-thinkers and lifelong learners. We are committed to an educational philosophy based on inquiry, active and experiential learning, and social justice. Through a literacy-based, integrated and standards-driven curriculum that encourages community and honors diversity, Our World Neighborhood Charter School 2 students will receive the broad education they will need to meet the academic and social challenges of successfully entering and completing a strong high school program, and indeed, to thrive in today's world.

KEY DESIGN ELEMENTS

Our curriculum will have an unwavering focus on literacy. The ability to speak, read, write and understand the English language lies at the core of success in all subjects for all students. Our curriculum will emphasize the integration of listening, speaking, reading and writing skills in all subject areas.

We will use the workshop model of instruction. The workshop model supports both Bloom's Taxonomy by challenging students to engage in analyzing, evaluating and creating. When students actively participate in their own learning through discussion and collaboration (elements of the workshop model), they engage more fully in higher order skills. The peer learning aspect of these methodologies is highly effective in working with classrooms of heterogeneous students, from struggling learners to accelerated students.

We will use assessments to inform instruction and develop and adjust individual learning plans for students. Ongoing assessment and the analysis and use of a variety of assessment data, in the aggregate and on a disaggregated basis, will inform curriculum and instruction at OWN Charter School 2.

We will implement a robust academic intervention program designed to support SWD, ELLs and Title I students' achieving CCSS. We will have a strong Response to Intervention process to identify struggling students through data and classroom observations and establish collaborative, evidence-based interventions supported by special education staff, ELL and reading specialists, and social workers.

We will provide children with an opportunity for meaningful exploration of subjects outside the core courses. We will also offer foreign language instruction beginning in Kindergarten as well as a robust curriculum in visual arts, music, film and physical education. Students are expected to develop healthy bodies as well as healthy minds and Physical Education.

We will provide continual support in the growth of our educators through embedded professional development. Professional development activities will be integrated throughout the workday. At OWN Charter School 2, reflective practice will be at the heart of professional growth. The Danielson Framework for Teacher Evaluation that we intend to employ is aligned with this concept of reflective practice.

An integral component of our model is its Pillars of a Positive Community (Pillars) curriculum designed to impart to our students the values of our shared community. The ten concepts (pillars) honored are kindness, friendship, courage, respect, truth, responsibility, self-discipline, fairness, perseverance and citizenship. Children return to these same tenets each year and explore, with increasing depth and complexity, what they mean for individuals and for the community as a whole.

We will have a longer school day and year than traditional public schools. This additional time on task will leverage the strengths of OWN Charter School 2's curriculum and instructional model.

Our model values diversity and to the greatest degree possible desires to serve communities where there is not only racial/ethnic diversity but importantly economic diversity as well. There is a wide body of research that has concluded that poverty-level students have higher academic achievement when educated in socioeconomically diverse schools. We believe socio-economic diversity will leverage the strength of OWN Charter School 2's academic program yielding positive student achievement and will also leverage the social justice aspects of our mission by helping our children to develop caring and sensitivity toward different cultures and social classes.

SCHEDULE			
Proposed Number of School Days per Year:	190	Proposed Daily Beginning and Ending of School Day:	7:30 AM-3:00 PM
Additional Schedule Information (optional):			

The school day begins at 7:30 AM with breakfast for students. Instruction begins at 7:50 AM.

ACADEMIC PROGRAM OVERVIEW

We have created at OWN Charter School a positive culture of learning and excellence in academics and character since its founding almost 15 years ago. Through OWN Charter School 2, we intend to bring to bear the tried and true elements of the OWN Charter School model to the children and families of CSD 27. As with its predecessor, OWN Charter School 2 will have as the foundation of its academic program a rigorous standards-driven curriculum that provides multiple opportunities for diverse assessments that inform and strengthen teaching and learning through the process of reflective practice. OWN Charter School 2 will offer a liberal arts academic program to students in Grades K-5 and we hope to become a full K-8 school if renewed and expansion approved. The school day will consist of 45 minute instructional blocks. Across Grades K-5, students will have either 2 or 3 blocks of ELA instruction as well as 1 or 2 blocks of Math instruction daily, while students will have 3 blocks of both science and social studies each week. Given the value we place in enrichment courses, students will have 2 blocks of arts instruction (art, music, film (Grades 3-5)), 1 block of Spanish instruction and 2 blocks of gym each week. In addition, one day a week, students are engaged in 1 block of Tech Centers which is an opportunity for students to engage in online learning—specifically the Mango program for foreign (Spanish in OWN Charter School 2's case) language learning and iReady for further ELA and math development.

School Management

MANAGEMENT STRUCTURE

The Board of Trustees of the education corporation is the School's oversight and policy-making body and is ultimately responsible for OWN Charter School 2's (as well as OWN Charter School's) academic, operational and fiscal success. In order to carry out their oversight responsibilities of both schools effectively and responsibly the Board of the education corporation appoints the central office CEO to whom they delegate the overall management of the activities of both schools. The central office CEO is responsible for recruiting and hiring the OWN Charter School 2 Principal, who will be the school's leader. The Principal will be managed and supported by the central office CEO.

The Principal is delegated responsibility for the overall administration and management of the school's instructional program and fiscal and business operations. The Principal will manage the special education coordinator and math and ELA instructional coaches who will support him or her on the instructional side. S/he will be supported by the operations manager and bookkeeper on the non-instructional side. The Principal manages the operations manager and bookkeeper who also have a dual-reporting role to the central office Director of Finance.

ROLE OF CMO OR PARTNER(S)

NA

Facility

SCHOOL FACILITY PLANS

OWN Charter School 2 will seek to site its school within the inland neighborhoods of CSD 27. A school site has not yet been identified. However, OWN Charter School 2 has begun the space search by requesting co-located space from the NYC DOE. If this request is subsequently denied, we will apply for rental reimbursement from the State of New York in order to occupy private space. Because schools in inland CSD 27 are operating above targeted capacity, we have also begun a simultaneous path to pursue private space and are working with a number of brokers and developers on private options in the community.

Jeanette Betancourt, President, Dr. Betancourt has been an OWN Charter School Board Member since 2003 and is in her 3rd year as Board President. Dr. Betancourt is the Senior Vice President for U.S. Social Impact at Sesame Workshop. She leads and directs all U.S. Social Impact Sesame Street research-based, early care and education initiatives including areas in school readiness, health habits, food insecurity, incarceration, military families' transitions, resiliency, literacy, special needs (autism), and other areas impacting vulnerable young children and the key adult influencers in their lives. She also is the developer of high impact bilingual traditional and new media initiatives. Dr. Betancourt received a BA from Herbert H. Lehman College, City University of New York, an MA in Speech and Language Pathology from Hofstra University, an MS in Bilingual Reading/Special Education from St. John's University, and an Ed.D. in Special Education from Teachers College, Columbia University.

Melissa Chin, Vice President, Ms. Chin is the President/Education Director and Founder of Kid Krazy Preschool/Daycare in Astoria, Queens which has been serving students since 2000. She has an MA in Early Childhood Education from Hunter College. She has been on the board of since 2001.

Maura Fitzgerald, Secretary, Ms. Fitzgerald is the Senior Director of Human Resources at Helen Keller International where she leads the global Human Resource functions of this international nonprofit dedicated to preventing blindness and reducing malnutrition in the world. Prior to this, she was Director of Administration at Doctors without Borders-USA. She has a BA from Sarah Lawrence College. She joined the Board in 2009.

Charles Guadagnolo, Treasurer, Mr. Guadagnolo is currently a Project Manager with Toll Brothers, a real estate development firm specializing in building residential projects nationwide. Prior to joining Toll Brothers in 2013, Mr. Guadagnolo was President of his family real estate development business that focused on residential real estate projects. Previously, Mr. Guadagnolo was Vice President in the operational side of Bear Stearns. He has a BS from Cornell University and an MBA from Baruch College. He has been on the OWN Board since 2013.

Richard T. Bogle, Esq., Mr. Bogle is an attorney with almost thirty years of experience in civil litigation. He is currently a Senior Trial Attorney at the law firm of Conway, Farrell, Curtain & Kelly, PC where he is involved in civil litigation, general liability, complex New York State Labor actions, among other areas. He received his JD from Fordham University School of Law and his BA from the State University of New York at Albany. He joined the Board in 2013.

Olubunmi A. Emigli, Ms. Emigli is a Customer Sales and Marketing Manager with United Print Group Inc. Prior to joining this company in 2014, she was for 13 years with such firms as Schulte, Roth and Zabel LLP, Paul, Weiss, Rifkind, Wharton and Garrison LLP and McGuire Woods LP. She has an LLB Bachelor of Law from Anglia Ruskin University in England. Ms. Emigli has been on the Board of OWNCS since 2014.

Sara Español, Ms. Español is currently a Speech Therapist at PS 226M where she provides speech and language therapy services to students between the ages of 9-21 with disabilities including autism, learning disabilities, ADHD, intellectual disabilities, behavior and emotional disorders within self-contained and inclusion classrooms. She conducts teacher workshops and professional development for teachers and paraprofessionals to support their work with students with disabilities in fostering independence. Prior to working within the NYCDOE public school system, Ms. Español in private preschool settings where she provided therapy to and evaluation of children with developmental disabilities, autism and behavioral and emotional disorders in inclusion settings, self-contained classrooms and home-based sessions. Ms. Español has a BA from Trinity College and MA in Communication Sciences and Disorders from Northwestern University.

Other

Note that while OWN Charter School 2 is a replication of OWN Charter School in CSD 30, because OWN Charter School was first authorized over 10 years ago, we are completing the RFP for Standard Requests and not the RFP for Replication Requests.

SCHOOL ESTABLISHMENT

1. Community Need and Proposed School Impact

(a) Community Description and Need

Provide an analysis of the community and target population for the school including:

- **A description of the community from which the proposed school intends to draw students;**
- **Community demographics;**
- **A description of the specific population of students the proposed school intends to serve;**
- **The applicants' rationale for selecting the community;**
- **Performance of local schools in meeting the community's need; and,**
- **How the proposed school would provide a needed alternative for the community.**

Rationale for Selecting the Community

The Board of Trustees (Board) of Our World Neighborhood Charter School Education Corporation seeks to replicate its successful Our World Neighborhood Charter School (OWN Charter School) which was authorized in 2001 and continues to serve children of CSD 30 in Queens. We are eager to bring this model to CSD 27 specifically siting the school within the inland neighborhoods of Woodhaven, South Ozone Park, Ozone Park or Lindenwood/Howard Beach. We chose to bring our first replication under the Our World Neighborhood Charter School education corporation to this particular area within CSD 27 for a number of important reasons. Among them are:

- The encouragement from elected officials who represent the district to bring the OWN Charter School model to their constituents; the demonstrated interest in the our model as evidenced by children from CSD 27 whose parents applied to OWN Charter School and received a seat through the lottery (prior to the change in the NY Charter Law which gave absolute preference to children who resided in CSD 30); and the enthusiasm with which our community outreach has been received thus far by parents, preschools and community organizations serving families and children.
- The dearth of charter schools in CSD 27 that suggests to us that there is an opportunity for high-performing charter schools to bring choice to families of elementary age children. Unlike CSD 30 where OWN Charter School operates and where there is a saturation of charter schools, CSD 27 currently has only three charter schools, all of which are located on the peninsular region of the district. There are no K-8 charter schools inland where Our World Neighborhood Charter School Education Corporation seeks to site OWN Charter School 2.
- The utilization rates of many of the K-5 and K-8 schools of inland CSD 27 point to overcrowding in these schools. According to the *2014-15 Enrollment, Capacity and Utilization Report by City Council District-Queens*¹ prepared by the New York City Department of Education and the New York City Schools Construction Authority, 13 of the 16 inland CSD 27 K-5 and K-8 schools in City Council District 32 (this city council district represents a large swath of inland CSD 27) are above capacity, with some like PS 66 at 256% of capacity. On average, these 13 schools are operating at 140% of capacity. This is evidence of the need to create more elementary school seats in the community to alleviate overcrowding in the existing public schools.
- The student assessment data for CSD 27 that demonstrates to us a need for high quality elementary school options. An analysis of 2014-2015 NYS ELA and Math assessment data for

¹ <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/BB14-15TargetQ.pdf>

Grades 3-5 shows that OWN Charter School students outperformed their peers in CSD 27 as the following table illustrates:

<i>Comparison of Grade 3-5 Aggregate Proficiency for OWNCS Students and CSD 27 Students</i>				
	2014		2015	
	ELA	Math	ELA	Math
OWNCS	41%	53%	39%	53%
CSD 27	33%	42%	34%	44%
Proficiency difference between OWNCS and CSD 27	+8%	+11%	+5%	+9%

- The demographics of CSD 27 students which include a similar and significant population of students at-risk (Students with Disabilities (SWD), English language learners (ELLs) and poverty-level students (FRL)) as CSD 30, supports the need for a charter school modeled after OWN Charter School which has an educational model, inclusive of its intervention program, with demonstrated success in raising the achievement level of these learners and closing the achievement gap.
- The diversity reflected in the communities that comprise CSD 27 is important to our model. The OWN Charter School model values diversity and to the greatest degree possible desires to serve communities where there is not only racial/ethnic diversity but economic diversity as well. OWN Charter School grew out of such a community. CSD 30 is an economically diverse community, in addition to being one of the most ethnically diverse in the City. OWN Charter School subscribes firmly to the wide body of research that has concluded that the poverty level of the school (over and above the economic status of an individual student) is negatively related to standardized achievement scores and that children from poverty level backgrounds thrive academically in schools which are economically diverse as opposed to high-poverty schools. Thus, CSD 27 was chosen for its racial, ethnic and economic diversity. Further, children of different socioeconomic and ethnic backgrounds who attend Our World Neighborhood Charter School schools will foster a deeper understanding and respect for people different from themselves as they learn, play and develop social bonds with each other and each other's families. Sociologists point to benefits of "social cohesion" that flow from children interacting together in socio-economically diverse schools. Social cohesion is the "glue" that holds people together through the strength that comes about from shared experiences, identities and values between those from different backgrounds. This is actually at the core of OWN Charter School's proprietary curriculum, Pillars for a Positive Community, that is discussed later in this application.

Description of the Community and Community Demographics

CSD 27 is the southernmost school district in Queens where it wraps around Jamaica Bay. The neighborhoods within CSD 27 boundaries include the inland communities of Ozone Park, Woodhaven, South Ozone Park, Lindenwood, Howard Beach, and Richmond Hill and also the peninsular communities of Broad Channel, Breezy Point, Neponsit, Belle Harbor, Rockaway Park, Seaside, Avero, Somerville, Edgemere and Far Rockaway. Community District 14 is located entirely within CSD 27 as are parts of CDs 9, 10 and 12.

As the Our World Neighborhood Charter School Board is seeking to site OWN Charter School 2 on the inland portion of CSD 27, our analysis of this community focuses on the neighborhoods contained

therein. Our admission will be open to children from all parts of CSD 27, inland and peninsular, and our recruitment efforts will include all areas. However, given the number of existing and planned elementary and middle charter schools targeting the children in the peninsular region and the lack of easily accessible public transportation options from the peninsular region to the inland communities, OWN Charter School 2 will likely not be competitive with the other educational options, charter school, traditional public school and nonpublic schools, that serve families in the peninsula.

The communities represented in inland CSD 27 are low to moderate income communities with their share of economic challenges. Using the zip codes 11414 (Howard Beach), 11416 and 11417 (Ozone Park and surrounding areas), 11418 (Richmond Hill) and 11421 (Woodhaven), we analyzed employment and family income and poverty data that we secured from reports built from the 2010-2014 American Community Survey 5 Year Estimates². According to this data, the average unemployment rate among the population 16 years and older in these five neighborhoods was 10.9% which was significantly higher than the average unemployment rate in New York State for 2014 which was 6.4%³ according to data available from the National Conference of State Legislatures. Although the median family income is on average \$67,150 among the five neighborhoods, an average of 35% of the families living in these communities had an annual household income of ranging from \$0 to \$49,999, with almost 1/5 of families with children 17 years of age or younger seeing their income fall below the poverty line at some point within the previous 12 months. Single female households with children 17 years of age or younger struggled even more economically during this period with almost 1/3 of these households seeing their income fall below the poverty line within the previous 12 months. With the exception of Howard Beach which is to some degree an outlier economically among these communities with a more upper middle class population, the remaining four neighborhoods had 1/5 of households receiving SNAP/Food Stamp benefits during the previous 12 months.

Teenage pregnancy is not a problem in the inland communities of CSD 27 (data from the 2010-2014 American Community Survey 5-Year Estimates reveals only Woodhaven had teenage girls ages 15-19 represented among all women who gave birth in the previous 12 months representing 3% of all births during that period). However, Woodhaven and the 11416 area of Ozone Park did experience a significant portion of single women ages 20-34 giving birth in the previous 12 months according to the 2010-2014 American Community Survey 5-Year Estimates with 37% and 32% of all births in Ozone Park and Woodhaven, respectively, being to single mothers ages 20-34. Given the correlation identified above between single women headed households and poverty, this community characteristic clearly has implications for the economic health and welfare of the families we will serve in the community.

Given the socioeconomic status of families from the community as illustrated by this data, OWN Charter School 2 must be and will be prepared to address the gaps children will bring in terms of school readiness in the academic, social and emotional realms so that they will be able to achieve their potential. OWN Charter School's model has had demonstrated success in raising the academic achievement level of its students and we expect to provide a needed alternative to traditional public schools in the community which, as will be described later in this section, have had mixed results in moving students towards proficiency against the CCSS.

From an educational standpoint, the 2010-2014 American Community Survey 5-Year Estimates reveal a population of adults (25 years and older) who are less than half as likely to have received a 4-year

² <http://factfinder.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>

³ <http://www.ncsl.org/documents/employ/STATE-UI-RATES-2014.pdf>

college degree than to have at most a high school diploma (inclusive of an equivalency degree). On average 53% of the adults 25 years and older are reported to have anywhere from less than a 9th grade education to a high school diploma or equivalency degree. Yet only 16% of adults 25 years and older from these communities received a Bachelor's degree. The educational attainment of the adults in the community has a direct correlation on their economic status. The poverty rate of individuals of high school graduates in the community is 12%; whereas the poverty rate of individuals with at least a Bachelor's degree is 6%, half the rate of those with only a high school diploma. The lack of adult role models with four year college educations speak to the need for schools in the community to not only stress the link between a college degree and the multitude of opportunities that will exist for children in the future but more importantly the need for schools to inculcate in children the love of continual learning so that the pursuit of learning in college and graduate school become a natural next step for children.

The inland communities are becoming more and more ethnically diverse with an influx of immigrants at the turn of the 21st century from Latin America, South Asia (India and Bangladesh), the West Indies (Jamaica, Guyana, Trinidad) and South America. In particular, Ozone Park is becoming one of the fastest growing and most ethnically diverse neighborhoods in New York City while Richmond Hill has the largest Sikh population in the City due to the influx of Bangladesh and Indian immigrants. In addition to these new immigrants, there has been a large and stable population of Hispanic families as well as an African-American population spread throughout the neighborhoods. The influx of immigrants is resulting in a growing population of households where English is not spoken at home. The table below illustrates the percentage of households where a language other than English is spoken and the extent to which the specific language speakers feel they speak English "less than very well" according to the 2010-2014 American Community Survey 5-Year Estimates.

Zip Code (Neighborhood)	% Speaking a Language Other than English	% Specified Language Speakers Speak English less than "very well"
11414 (Howard Beach)	33.5%	28.8%
11416 (Ozone Park)	62.3%	43.3%
11417 (Ozone Park)	48.9%	40.5%
11418 (Richmond Hill)	60.1%	43.6%
11421 (Woodhaven)	66.5%	43.3%

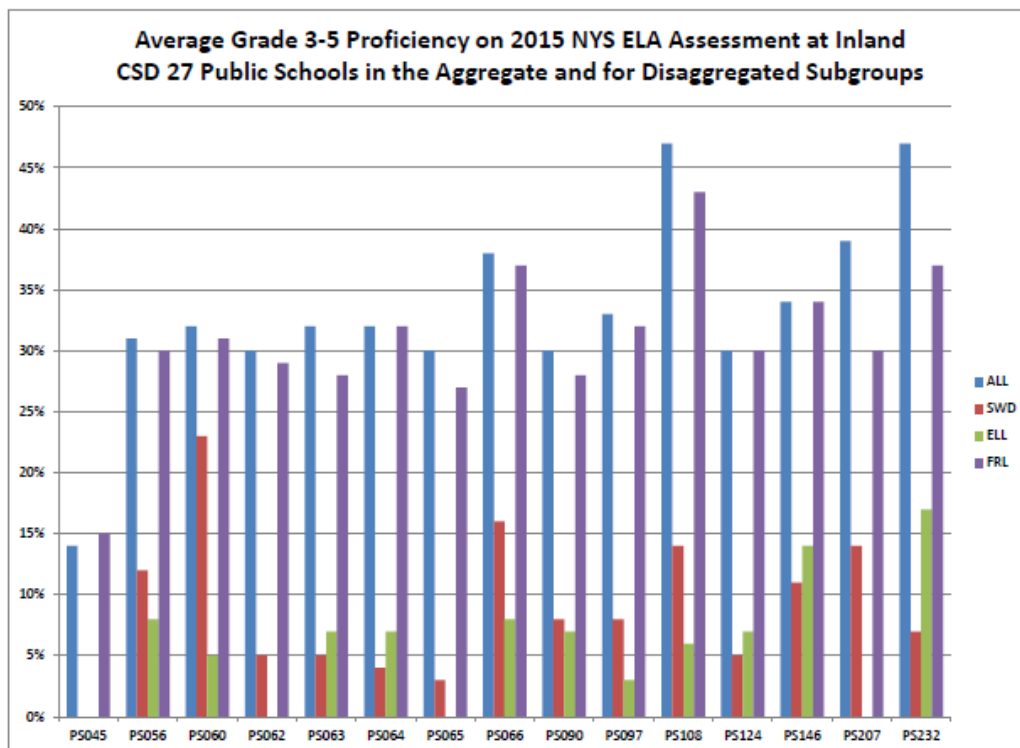
The majority of the foreign language spoken at home in these neighborhoods is Spanish, however, there is a growing percentage of Asian and Pacific Island languages and Indo-European languages reflecting the diversity of the immigrant population in these communities. The OWN Charter School model embraces this kind of diversity and has proved successful in welcoming and integrating these families into the school community and supporting their children in the moving towards English language proficiency and achieving overall academic success.

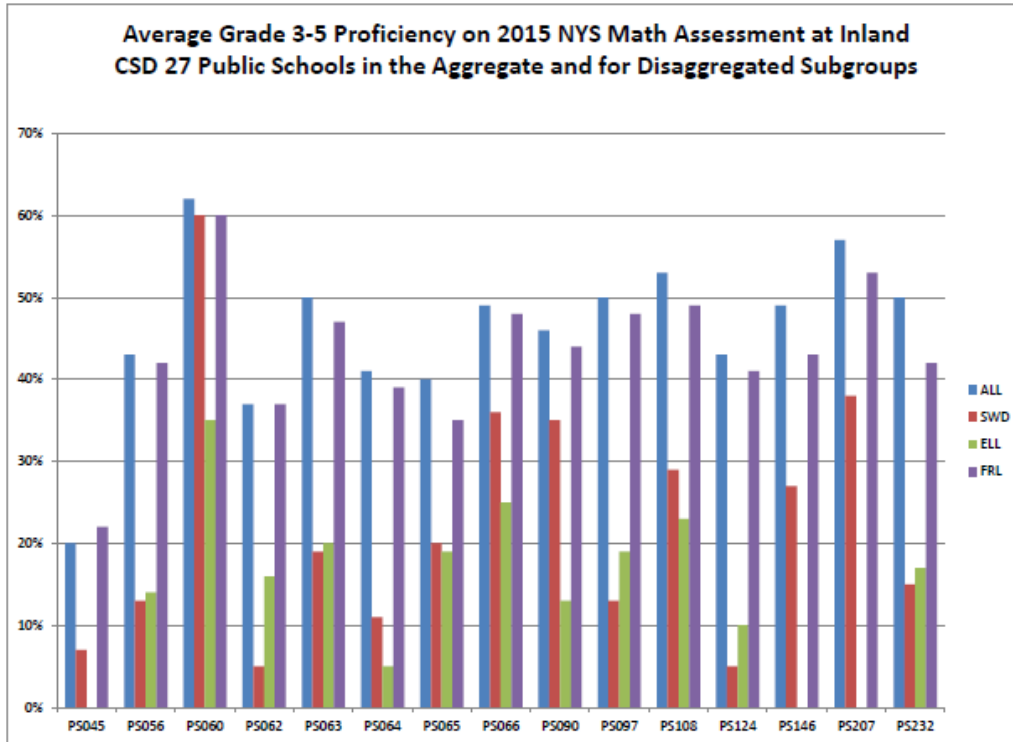
Performance of Local Schools in Meeting the Community's Need

Using the 16 pre-K/K-5 and pre-K/K-8 public schools in City Council District 32, which represents a large swath of inland CSD 27, as a proxy for all inland public schools, we analyzed NYS student assessment data. These 16 schools represent 64% of all similarly configured public schools in all inland CSD 27 neighborhoods. The graphs that follow illustrate the average performance of Grades 3-5 students in the aggregate as well as for SWD, ELLs and FRL from the inland CSD 27 public school on the 2015 NYS ELA

and math assessments. As is evident by the graphs, with the exceptions of two to three outlier schools which have significantly outperformed their counterparts on these assessments, the remaining schools have struggled in moving their students, particularly those from at-risk subgroups, towards attainment of CCSS.

Not illustrated in the graphs but evident in the disaggregated data available for each school's NYSED School Report Card is the performance discrepancy between white and Asian students and their African-American/Black and Latino/Hispanic counterparts (see also p. 6 of **Response 02ac-Addressing the Need**). Consistently, white and Asian students have significantly outperformed their non-white and non-Asian peers on these assessments which points to the racial/ethnic achievement gap that still needs to be closed in the community's schools.





Expected Student Population

OWN Charter School 2 expects to serve a population of students that is reflective of the inland communities of CSD 27. While children who reside in the entire CSD 27 will receive preference in the enrollment process, due to the transportation issues from the peninsula to the inland as well as the number of existing and planned charter school options on the peninsula, we expect the overwhelming majority of applicants to the school will be from the inland neighborhoods. As is evident from the community data previously discussed, we expect our student population to be ethnically diverse, economically diverse and academically at-risk given the poverty and home language characteristics of the community. The demographic data from the individual public schools serving children in these communities confirms this assessment. We have extrapolated data from the New York State School Report Cards for the public schools serving the K-5 and K-8 span⁴ (OWN Charter School 2 intends to eventually become a K-8 school during its second charter term should it be approved to open in 2017-18; however, OWN Charter School 2 will begin as a K-5 school during its first charter term) to understand the student population we will serve.

Using the same 16 schools from City Council District 32 as a proxy for the total 25 similarly configured schools in the CSD 27 inland neighborhoods, the following table summarizes the racial/ethnic and ELL, SWD and FRL status of the students in these schools based on 2014-15 BEDS Enrollment data available from the New York State Education Department website.

2014-15 Demographic Characteristics of Students at Inland CSD 27 K-5 and K-8 Public Schools and CSD 27 Overall

	Alaskan/ Native	Black/ African	Hispanic/ Latino	Asian/Hawaiian, Pacific Islander	White	Multiracial	ELL	SWD	FRL

⁴ Some of these schools also include pre-Kindergarten and the data for the schools are inclusive of pre-K children.

	American	American							
CSD 27 Inland	2%	10%	42%	31%	14%	1%	10%	17%	72%
CSD 27	3%	25%	38%	23%	10%	1%	10%	18%	77%

The inland communities have a greater percentage of Latino, Pacific Islander and White students and a lesser proportion of African American students than does CSD 27 as a whole; however, the proportion of ELLs, SWD and FRL is almost identical. Given the mandate, however, to meet enrollment targets of ELLs, SWD and FRL, OWN Charter School 2 expects to meet or exceed the targets established for the school. Based on the current CSI Enrollment Calculator, these targets are: 10.1% ELL, 15.6% SWD and 84.2% FRL.

OWN Charter School 2: A Needed Alternative

Given the demographics of the inland CSD 27 community as a whole and the racial/economic diversity of its students and their academic needs, OWN Charter School 2 will provide a necessary alternative to the existing options in the community particularly given the challenges that the existing public schools have had in meeting those needs. OWN Charter School 2 will bring a successful academic and programmatic model that has been fine-tuned over the last 16 years at OWN Charter School in Astoria to CSD 27 where we will have as our goal educating students to become independent-thinkers and lifelong learners. Our model is committed to an educational philosophy based on inquiry, active and experiential learning, and social justice. OWN Charter School 2 will be devoted to the following guiding principles:

- A rigorous standards-driven curriculum
- A balanced literacy approach to the teaching of reading and writing and the integration of literacy, including analytic reading and writing skills, across all subject areas.
- A rich, standards driven liberal arts program that includes instruction in foreign languages, the Arts, Physical Education and Health and Wellness
- The use of assessments that serve as a tool to develop and adjust individual learning plans for students
- The provision of targeted remediation to struggling students and enrichment and acceleration for advanced students with the context of a heterogeneous classroom.
- An inter-disciplinary, project-driven curriculum that fosters social and cultural awareness
- Technology in the classroom
- Maximum class size of 24 students with a teacher and an assistant teacher in each K-2 classroom
- An extensive and continuous professional development program to support and build teacher capacity and create teacher leaders
- Multiple opportunities for family involvement in the activities and governance of the school

Further, the majority of elementary and elementary/middle schools within inland CSD 27 are overcapacity leading to the fact that many of the existing preK/K-5 and preK/K-8 public schools have very large student bodies—losing the intimate community where children feel personally connected to the adults who work there. In fact almost one-third of the 16 public schools preK/K-5/8 we are examining as a proxy for inland CSD 27 has student bodies greater than 1,000 students. The average size of a pre-K/K-5 school among these 16 schools is 815 students, while the average size of a preK/K-8 school is 946 students. This is in contrast to the smaller school community OWN Charter School 2 intends to create with a maximum of 477 students in K-5, and a maximum of 720 students at full

capacity as a K-8 school in its second charter term should it be initially authorized and subsequently renewed with approved expansion.

(b) Programmatic Impact

Describe the programmatic impact the proposed charter school would have on existing public and nonpublic schools in the same geographic area as the proposed school location. Responses should include:

- **A table listing the existing educational options and grades served available to the target population including all district, charter and private schools in the same geographic area;**
- **Information demonstrating a thorough analysis of existing educational options for the community and target population;**
- **Analysis of how the proposed school's enrollment plan would impact the enrollment and programmatic viability of the public and non-public schools in the same geographic area; and,**
- **Analysis of the provision of novel or different programs or instructional approaches compared to those currently in place in the targeted community.**

As stated in (a), the most recent test results demonstrate that the majority of schools in the inland portion of CSD 27 struggle in moving students to proficiency, particularly ELLs and SWD as well as economically disadvantaged students of color. In addition, because families of elementary age children typically send their child to the neighborhood school and currently no charter school options exist on the inland, the quality of education a child will receive at the start of his or her academic career is solely based on his or her address. Further, because of overcapacity in the district, the public schools that the vast majority of children attend from the start of their academic years are large in terms of student body as discussed previously, with common branch class size in some of these schools, according to the 2014-15 School Report Cards for the 25 pre-K/K-5/8 schools in the inland, at 29-31 students.

From a programmatic standpoint, we hope to have a positive impact on our traditional public school neighbors. First from a capacity standpoint, by adding a new charter school in the community we hope to alleviate the overcrowding that currently exists at elementary and elementary/middle schools in the community. While we are requesting co-location in an existing NYCDOE facility, the fact is that there will likely be no space to house OWN Charter School 2 and the result will be that OWN Charter School 2 will house itself in a non-NYCDOE building. But, we must follow the protocol of the initial request in order to be eligible to receive the needed public financial resources to pay for facility costs in a private building. Secondly, while there are a number of preK/K-5 and preK/-8 schools in CSD 27, OWN Charter School 2 will seek to enroll a total of 477 students across Grades K-5 in the first charter term. Our goal will be to site ourselves in an area which would be attractive to and easily accessible by families across the inland CSD 27 neighborhoods and therefore will likely on draw a percentage of students from each of those schools, minimizing the impact on the enrollment of any one of the schools while still alleviating the overcrowding in the schools.

Finally, we are committed to working *in partnership* with our CSD 27 public school counterparts so that the goal of openness and sharing best practices can be achieved across the system. Too often the teaching profession is characterized by privatization. Whether it is a teacher doing exemplary things in her classroom raising student achievement with innovative lesson plans and instructional strategies or a high performing school achieving stellar results in the midst of an otherwise low-performing district, what is working remains private, held within the four walls of the teacher's classroom or of a school building. There is no lack of educators who want an opportunity to teach *and learn* from others but do

not have a forum to do so. In a 2010 New York Times article, *"Chancellor Black: Please Consider This,"* Edward Tom, the principal of Bronx Center for Science and Mathematics, said, "[there are] many innovative, proven leaders who have ideas that they believe can help reform urban education. Many of us are looking for a forum to be able to share those ideas." Bronx Prep Charter School's Dr. Samona Tait went on to suggest that we, "figure out where the work is really being done well, whether it's a charter school or a traditional public school. Then share that, and facilitate everyone connecting to those places. How do we begin to really connect what have been these sort of islands of success? How do we connect them to each other, and how do we connect them to the mainland?"

We want to be a part of the movement to facilitate the opening of windows to shine light on exemplary practices. We will endeavor to be an effective facilitator of such an effort; however, while we have a6 years of experience in building a successful school community in CSD 30, we are loath to approach this task as the new kid on the CSD 27 block assuming we are the only ones who have all the answers, because we know we do not. Instead, we would seek to galvanize schools to join in a coalition of educators committed to sharing best practices by asserting that every school has something valuable to contribute, that every school can learn from each other and that every school is at once both a teacher and a learner. OWN Charter School has a history of working to share best practices and working collaboratively with schools and the community as is evidenced by charter school dissemination grant it was awarded to work with existing charter schools in strengthening school governance. Its OST and 21st CCLC grant awarded afterschool programs reflected the needs of children not just at OWN Charter School but community children in all schools, and in fact, serves children from neighboring schools in its after school program. Schools where there are innovation and excellence need to be opened up to the broader community so that other schools can learn how to adapt these best practices to their own unique environments. This is what we want to engage in, and we will work the elected officials who support us to help initiate this type of dialogue and sharing among CSD 27 schools.

In addition, to the public school options, there are many Catholic schools and schools representing other religious denominations in the inland neighborhoods. OWN Charter School 2 may well attract parents whose children currently attend Catholic schools or would otherwise consider enrolling their children in these schools, given the experience of Catholic grammar schools in New York City losing current enrollees or prospective enrollees to charter schools across the City. This could have a negative impact on their enrollment should there be insufficient applicants to replace these lost students. There is precedent, however, for a collegial relationship between the Diocese of Brooklyn (which includes Queens) and charter schools as the Diocese has leased former Catholic school buildings to many charter schools in Queens and Brooklyn. As we will do with our neighboring public schools, we hope that we will also be able to establish dialogue with our nonpublic school counterparts like the Catholic schools, many of which have been educating children in this community for stretching back to the mid-1900s and have brought and will continue to bring tremendous educational opportunities to the children whom they serve.

While there may be a negative impact on low tuition parochial and private schools in CSD 27 due to the opening of OWN Charter School 2, we believe our foremost responsibility is to the families of CSD 27. OWN Charter School 2 feels an obligation to offer a high quality educational alternative for families seeking opportunities for their children.

OWN Charter School 2 will provide an extended day and extended year, liberal arts education focused on the ELA, math, science and social studies along with meaningful exploration in the arts, physical education and health education. Important to the curriculum is our Pillars for a Positive Community

overarching school culture and community program designed to impart to our students the values of our shared community and in doing so create ethical, socially responsible and empathetic individuals. Taken in its entirety, OWN Charter School 2 will offer a unique option in CSD 27 among the current public and private options available to children.

The following table provides a listing of all the K-5 options available in the inland CSD 27 neighborhoods (the first 16 shaded schools are the 16 schools in City Council District 32 that we have used as a proxy to represent all similarly configured schools in inland CSD 27 in our analysis. As we noted previously, City Council District 32 represents a large swath of inland CSD 27. It is evident from the table below that the 9 additional schools have very similar NYS Assessment proficiency data as the proxy group). The public school data are as of the 2014-15 School Report Card for each school available on the NYSED website. Nonpublic school data was obtained from the Diocese of Brooklyn and Queens, the Private School Report (found at <http://newyork.privateschoolsreport.com/county/NY/Queens.html>) and individual school websites

Name	Grades Served	Total Enrollment	% Proficiency ELA (Grades 3-5)	% Proficiency Math (Grades 3-5)
PUBLIC SCHOOLS				
27Q045	PK-6	372	14%	20%
27Q051	PK-1	211	NA	NA
27Q056	2-5	413	31%	43%
27Q060	PK-5	1169	32%	62%
27Q062	PK-5	900	30%	37%
27Q063	PK-5	1346	32%	50%
27Q064	K-5	651	32%	41%
27Q065	K-5	511	30%	40%
27Q066	PK-5	503	38%	49%
27Q090	PK-5	820	30%	46%
27Q097	PK-5	688	33%	50%
27Q108	PK-5	1381	47%	53%
27Q124	K-8	1338	30%	43%
27Q146	PK-8	664	34%	49%
27Q207	PK-8	692	39%	57%
27Q232	PK-8	1090	47%	50%
27Q155	PK-5	511	32%	41%
27Q123	PK-5	634	18%	27%
27Q306	PK-5	449	22%	38%
27Q096	PK-5	269	29%	42%
27Q100	K-5	924	35%	51%
27Q223	PK-5	592	29%	29%
27Q254	PK-5	627	41%	68%
27Q273	PK-4	268	26%	39%
27Q316	PK-5	327	33%	48%
NONPUBLIC SCHOOLS				
St. Thomas the Apostle Catholic Academy	PK-8	423	NA	NA
St. Elizabeth Catholic Academy	PK-8	340	NA	NA

Ave Maria Catholic Academy	PK-8	NA	NA	NA
St. Mary Gate of Heaven Catholic Academy	PK-9	646	NA	NA
Divine Mercy Catholic Academy	PK-8	NA	NA	NA
Our Lady's Catholic Academy	PK-8	NA	NA	NA
Our Lady of Perpetual Help Catholic Academy	PK-8	553	NA	NA
Our Lady of Grace Catholic Academy	PK-8	409	NA	NA
St Helen Catholic Academy	PK-8	109	NA	NA
Holy Child Jesus Academy/School	PK-8	611	NA	NA
Al Ihsan Academy	PK-12	NA	NA	NA
Bethlehem Christian Academy	PK-12	135	NA	NA
Hebrew Academy-West Queens	K-8	187	NA	NA
Islamic Elementary School	K-8	333	NA	NA
Theatre Street School	1-6	12	NA	NA

c. Fiscal Impact

Complete the fiscal impact table in the budget template and include a copy of it with this response. Discuss the fiscal impact of the school on other public and non-public schools in the area including:

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
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 NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2017-18)	153	14,027	2,146,131	306,886	2,453,017	21,800,000,000	0.011%
Year 2 (2018-19)	234	14,027	3,282,318	299,862	3,582,180	21,800,000,000	0.016%
Year 3 (2019-20)	315	14,027	4,418,505	403,660	4,822,165	21,800,000,000	0.022%
Year 4 (2020-21)	396	14,027	5,554,692	507,458	6,062,150	21,800,000,000	0.028%
Year 5 (2021-22)	477	14,027	6,690,879	611,256	7,302,135	21,800,000,000	0.033%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			Total operating budget for NYCDOE is based on published rates from the 15-16 school year which was \$21.8 billion.				
OTHER NOTES:							

As is evident from the table above, OWN Charter School 2 will have minimal fiscal impact on NYC public schools. The number of students in the first year of the charter term will be 153 and the financial impact on the NYCDOE will be \$2,453,017, or 0.011% of the total NYCDOE budget. In

subsequent years, the financial impact remains minimal as the school grows to enroll 477 students. By year 5, the fiscal impact of the charter school on the NYC public schools continues to have a minor impact on the total NYC public school budget drawing on 0.033% of the total budget.

Regarding the impact on non-public schools, OWN Charter School 2 will most likely appeal to families of students whose only current option is to send their children to the neighborhood's public schools. However, for families who may have otherwise chosen to send or are sending their children to low-tuition religious or other nonpublic schools, the option is available to instead apply to the OWN Charter School 2 and, if accepted in the charter school, withdraw their children from those nonpublic schools. This would, of course, reduce enrollment in the nonpublic schools if there should be insufficient applicants to replace their lost students. In such a case, the nonpublic schools would be negatively impacted financially. While there may be a negative impact on these low tuition nonpublic schools in CSD 27 due to the opening of OWN Charter School 2, we believe our foremost responsibility is to the families of CSD 27.

2. Addressing the Need

(a) Mission

Provide the mission statement for the proposed charter school.

Our World Neighborhood Charter School 2 will educate our students to become independent-thinkers and lifelong learners. We are committed to an educational philosophy based on inquiry, active and experiential learning, and social justice. Through a literacy-based, integrated and standards-driven curriculum that encourages community and honors diversity, Our World Neighborhood Charter School 2 students will receive the broad education they will need to meet the academic and social challenges of successfully entering and completing a strong high school program, and indeed, to thrive in today's world.

(b) Key Design Elements

Provide a clear and concise overview of the proposed charter school's key design elements, i.e., those aspects of the school critical to its success. Provide an analysis of any research, evidence of effectiveness or examples of existing programs, that support the selection of these elements. This should not exceed five pages in length.

OWN Charter School 2 is modeled after OWN Charter School located in CSD 30 where over the almost 15 years since its inception, a positive culture and community of learning and excellence in academics and character has been created. Through OWN Charter School 2, we intend to bring to bear the tried and true elements of the OWN Charter School model to the children and families of CSD 27. As with its predecessor, OWN Charter School 2 will have as the foundation of its academic program a rigorous standards-driven curriculum that provides multiple opportunities for diverse assessments that inform and strengthen teaching and learning through the process of reflective practice and embedded professional development. Among the key design elements of the school will be:

Emphasis on literacy across the curriculum

OWN Charter School 2's curriculum will have an unwavering focus on literacy. The ability to speak, read, write and understand the English language lies at the core of success in all subjects for all students. Therefore, literacy will be infused in every subject. Our curriculum will emphasize the integration of listening, speaking, reading and writing skills in all subject areas in all grades and incorporate topic-appropriate leveled readers in daily lesson plans in science and social studies. Literacy will also be emphasized in every subject area through the development and greater use of analytic reading and writing skills, including reflective journaling. At OWN Charter School 2, literacy also has a broader meaning. OWN Charter School 2 students are expected to become math-literate, science-literate and world-literate students. Therefore, the school has set forth a rigorous curriculum in ELA, math, science and social studies that is aligned to the Common Core State Standards (CCSS). Furthermore, state-of-the-art technology will support instruction in the classroom. Teachers and students will have access to the technological tools that are a necessary component of learning in the 21st century. Technological tools will also support opportunities for blended learning within the classroom.

Use of the Gradual Release of Responsibility Instructional Model (Workshop Model)

We will use the gradual release of responsibility model as our overarching instructional model. It is oftentimes familiarly known as the workshop model of instruction. The workshop model supports both Bloom's Taxonomy by challenging students to engage in analyzing, evaluating and creating as well as Wiggins and McTighe's *Understanding by Design* where the underlying premise of instruction is *teaching for understanding*. This model shifts the cognitive load slowly and purposefully so students gradually

assume increasing responsibility for their learning and become competent, independent learners.¹ It is aligned with our belief that there is a strong interrelation between content knowledge and higher order thinking. When students actively participate in their own learning through discussion and collaboration, they engage more fully in higher order skills. The peer learning aspect of these methodologies is highly effective in working with classrooms of heterogeneous students, including students with disabilities (SWD)², English Language Learners (ELLs)³ and Title I students as well as accelerated learners. The workshop model provides the opportunity for teachers to differentiate instruction by using comprehensive and ongoing assessment data (both formal and informal) to identify students' needs, tailor instruction and determine flexible small group composition. These strategies will be used in all content areas.

Use of assessments to inform instruction and develop and adjust individual learning plans for students

Ongoing assessment is an integral component of the workshop model. We will embrace accountability and our responsibility to meet our student achievement goals. As such, ongoing assessment and the analysis and use of a variety of assessment data, in the aggregate and on a disaggregated basis, will inform curriculum and instruction at OWN Charter School 2. We will implement a comprehensive program of assessment aligned with both the curriculum and the CCSS. Assessment data will be used to develop, adjust and monitor progress against objectives in students' individual learning plans promoting highly individualized instruction.

Implementation of a robust intervention program

OWN Charter School's main instructional modality—the workshop model—is highly effective in working with heterogeneous classrooms of students, including SWD, ELLs and Title I students. The workshop model is consistent with the commitment to a balanced instructional approach and builds capacity in teachers to differentiate instruction through the use of assessment data to identify students' needs and inform instruction. In addition, OWN Charter School 2 will implement a robust academic intervention program designed to support SWD, ELLs and Title I students' achieving CCSS. We will have a strong Response to Intervention process to identify struggling students through data and classroom observations and establish collaborative, evidence-based interventions supported by special education staff, ELL and reading specialists, and social workers. For SWD, OWN Charter School 2 intends to provide the following services that may be required by a student's IEP: resource room, Special Education Teacher Support Services and Integrated Collaborative Teaching classrooms within particular grades and will also contract with outside providers for related services not provided by its own staff. For ELLs, OWN Charter School 2 will have at least one ELL Specialist who will work with classroom teachers in incorporating specific strategies like sheltered instruction in their classrooms to support ELLs (and former ELLs) in reading and math skills and in acquiring content knowledge. The ELL Specialist will also provide direct instructional support to ELLs. In addition, OWN Charter School 2 expects that there will be students in need of academic intervention who are neither ELLs nor SWD. To address the needs of these struggling students, OWN Charter School 2 will have at least one reading specialist who, in addition to providing targeted intervention for these students, will support classroom teachers in incorporating research-based interventions to support struggling students in their own classroom teaching.

¹ Graves, M. F., & Fitzgerald, J. (2003). Scaffolding reading experiences for multilingual classrooms. In G. G. García (Ed.), *English learners: Reaching the highest level of English literacy* (pp. 96–124). Newark, DE: International Reading Association.

² Stevens, R. J., & Slavin, R. E. (1995). Effectiveness of a cooperative learning approach in reading and writing on academically handicapped and non-handicapped students. *Elementary School Journal*, 95, 241–262.

³ Kong, A., & Pearson, P. D. (2003). The road to participation: The construction of a literacy practice in a learning community of linguistically diverse learners. *Research in the Teaching of English*, 38, 85–124.

An emphasis on a liberal arts education

While student achievement of CCSS are a priority, at OWN Charter School 2 it will not be at the expense of exposing children to meaningful exploration of subjects outside the core courses of ELA, math, science and social studies. OWN Charter School 2 will also offer foreign language instruction beginning in Kindergarten as well as a robust curriculum in the Arts, including visual arts and music. Students are expected to develop healthy bodies as well as healthy minds and Physical Education and Health studies are also an important part of the curriculum and OWN Charter School 2, like its sister school, will implement additional programs like *Move to Improve* throughout the school day to promote physical health.

Investment in Instructional Staff

According to the April 2008 Policy Brief published by the Alliance for Excellent Education, “Teacher quality is the school factor which makes the greatest impact on student achievement (Hanushek et al 2005; Ferguson and Ladd 1996; Sanders and Rivers 1996), and consistent exposure to effective teachers can overcome obstacles to learning and even close achievement gaps (Babu and Mendro 2003; Rivkin et al. 2002).”⁴ However, one of the major problems facing low-performing schools that serve large numbers of poor and minority students is the inequitable distribution of teachers: research has shown that when it comes to the distribution of the best teachers, poor and minority students do not get their fair share. According to a June 2006 article entitled “Teaching Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality” by Heather G. Peske and Kati Haycock published in *Education Trust*, in 2004, with support from the Joyce Foundation, three states (Ohio, Illinois and Wisconsin) and three of their largest school systems (Cleveland, Chicago and Milwaukee) set out to tackle this problem and the data that they collected on teacher distribution and the patterns they identified pointed to large differences between the qualifications of teachers in the highest-poverty and highest-minority schools and teachers serving in schools with few minority and low-income students.

OWN Charter School 2 will reverse this paradigm by making the necessary investment in what will be its greatest asset—highly qualified and experienced teachers and strong leadership and extensive experience both at the instructional and leadership levels. We will provide continual support in the growth of our educators through embedded professional development. Professional development is the vehicle through which leaders and teachers will acquire and/or refine their skills and capacity to implement new practices that will lead to school improvement and increased student achievement. Professional development activities will be integrated throughout the workday. At OWN Charter School 2, reflective practice will be at the heart of professional growth. OWN Charter School 2 teachers will be expected to look at what they do in the classroom, think about why they did it, and think about if it worked—a whole process of self-observation and self-evaluation. By collecting information about what goes on in their classrooms, and by analyzing and evaluating this information, teachers can identify and explore their practices and underlying beliefs, leading to changes and improvements in teaching. Teachers will be supported by administrators and their instructional colleagues in this reflective process.

Reflective practice need not occur in isolation, and we will facilitate peer interaction and support as a part of this process. We believe that teachers will learn together, including from their peers from the sister OWN Charter School in CSD 30. They will solve problems in teams or as a whole faculty because

⁴ National Staff Development Council. (2001). *Standards for staff development* (Revised Ed). Oxford, Ohio: National Staff Development Council.

every teacher will feel responsible for the success of every student in the school community. Rather than looking only outside of the school for expertise, teachers, with the help and guidance of the school's leadership, will work together to build capacity within their own environment. In the process, they will become avid seekers of research and best practices that will help themselves and others. The Danielson Framework for Teacher Evaluation that OWN Charter School 2 intends to employ is aligned with this concept of reflective practice.

Pillars of a Positive Community

OWN Charter School 2 will celebrate the diversity of the community it serves by integrating the cultural richness of its community with the lessons of the classroom and the governance of the school. All members of the OWN Charter School 2 community—students, teachers and administrators—are expected to reflect on the nature and quality of their work and interactions and to strive to reach their full potential as learners and as citizens.

A unique component of the OWN Charter School model is its Pillars of a Positive Community (Pillars) curriculum. Pillars is more than a character education curriculum. Pillars is the overarching school culture and community program designed to impart to our students the values of our shared community. Pillars grew organically out of the OWN Charter School community in CSD 30 where administrators, teachers, parents and students sought ways to build a common community out of the many diverse families who made up the school. Pillars provided a construct by which the school was able to imbue its ethical tenets in all that its stakeholders do (administrators, teachers, children, families). Pillars drew the school community together by embodying its focus on the social and emotional, as well as academic, development of our students. Likewise, Pillars will draw the community of OWN Charter School 2 together as well. The ten concepts (pillars) honored are kindness, friendship, courage, respect, truth, responsibility, self-discipline, fairness, perseverance and citizenship. While we will remain faithful to these ten Pillars at OWN Charter School 2, we expect to tailor the existing Pillars curriculum to meet the unique needs of the community we will serve in CSD 27. As it does at OWN Charter School, Pillars will reverberate throughout the curriculum at the new school. Teachers and staff will be expected to be exemplars as well as elucidators of the pillars. Children return to these same tenets each year and explore, with increasing depth and complexity, what they mean for individuals and for the community as a whole. Families are drawn into the discussion through events, meetings and newsletters. Pillars encourages all of our stakeholders to share with each other their cultures while recognizing despite our difference, we have shared values. OWN Charter School 2 will use the tenets of the Pillars to ensure that all people feel that they are welcome and meaningful members of our diverse school family.

A Longer School Day and Year

OWN Charter School 2 will have a longer school day (7:50 am to 3:00 pm) and year with at least 190 school days) than traditional public schools. This additional time on task will leverage the strengths of OWN Charter School 2's rigorous curriculum and supportive instructional model. It does so by providing more time in the day for *all* learners to take advantage of the enhanced opportunities to meet and exceed CCSS.

The length of day and year allows the school to have meaningful blocks of time that students can devote to the study of not only core subject areas but also of art, music, physical education, foreign language and the integration of the Pillars throughout the curriculum.

Socio-Economic Diversity

The diversity reflected in the communities that comprise CSD 27 is important to our model. The OWN Charter School model values diversity and to the greatest degree possible desires to serve communities where there is not only racial/ethnic diversity but importantly economic diversity as well. OWN Charter School grew out of such a community. CSD 30 is an economically diverse community, in addition to being one of the most ethnically diverse in the City and CSD 27 is both ethnically and economically diverse as well. There is a wide body of research that has concluded that the poverty level of the school is negatively related to standardized achievement scores. In a study entitled *Prospects: Final Report on Student Outcomes*, the social scientist Professor Michael J. Puma cited a 1997 congressionally authorized longitudinal study of 40,000 students and concluded that “the poverty level of the school (over and above the economic status of an individual student) is negatively related to standardized achievement scores.” According to Prof. Puma, this study supported the finding of an earlier study that “the poverty level of certain schools places disadvantaged children in double jeopardy. School poverty depresses the scores of all students in a school where at least half of the students are eligible for subsidized lunch, and seriously depresses the scores when over 75% of students live in low income households.”⁵ A 1999 U.S. Department of Education study noted that “poor students in high-poverty schools are doubly at-risk, with lower achievement levels than poor students in low-poverty schools.”⁶

In many ways our desire to have a socio-economic integrated school is taking the idea of the heterogeneous classroom to a macro level. It is no longer acceptable to track children based on ability. The main reason against tracking is that having a heterogeneous classroom allows for lower-achieving students to benefit from interacting with and learning from their higher-achieving peers and the perpetuation of a tracking system would ultimately lead to the lowest of expectations for the lowest performing students. Thus, these “lower groups will be systematically disadvantaged by slower learning environments that leave them far behind the skills of those in the upper groups.”⁷ Taken to a macro level, tracking is analogous to a school segregated by socio-economic status—poverty-level children are unable to benefit from their more economically advantaged peers.

At OWN Charter School 2, it is not enough that our students are good students; we could have not achieved our goal if they have not become good people as well. Our Pillars of a Positive Community (Pillars) curriculum reinforces in students a sense of civic and social responsibility and a socioeconomically diverse community leverages the teaching of this curriculum. Children of different socioeconomic and ethnic backgrounds who attend our school will foster a deeper understanding and respect for people different from themselves as they learn, play and develop social bonds with each other and each other’s families. Sociologists point to benefits of “social cohesion” that flow from children interacting together in socio-economic ally diverse schools. Social cohesion is the “glue” that holds people together; one aspect of social cohesion is the strength that comes about from shared experiences, identities and values between those from different backgrounds.

Just as socio-economic diversity will leverage the strength of OWN Charter School 2’s academic program yielding positive student achievement, socio-economic diversity will leverage the social justice aspects of our mission by helping our children to develop caring and sensitivity toward different cultures and social classes. By exposing young children to peers from diverse socio-economic backgrounds, OWN

⁵ Puma, Michael J., *Final Report on Student Outcomes*, Cambridge, MA, ABT Associates, 1997, pp. 73 and 12.

⁶ Stullich, Stephanie, et al, “Targeting Schools: Study of Title I Allocations within School Districts,” U.S. Department of Education, 1999.

⁷ Hanushek, Eric A. and Woessmann, Ludger, “Does Educational Tracking Affect Performance and Inequality? Differences-in-Differences Evidence across Countries,” Institute for the Study of Labor (IZA), Bonn, Germany, Discussion Paper No. 1901, December 2005.

Charter School 2 has an opportunity to advance some of the evidence-based social benefits of school integration, including the following⁸:

- Friendships that develop in integrated schools encourage broad, positive attitudes across students of all different races and income levels. When different groups have more contact, levels of prejudice are significantly lower than within isolated groups.
- White students who attend integrated schools say that their integrated experience better prepared them for work and public life in diverse communities.
- Students of color and white students who attend integrated schools are more likely to have friends from a racial group other than their own, more likely to work in integrated workplaces, more likely to live in integrated neighborhoods, and more likely to favor integrated schools for their own children. These differences persist even when researchers control for socioeconomic status, prior achievement, and student location.

(c) 5% Districts

If the proposed charter school will be located in a district where more than five percent of students are enrolled in charter schools, either provide evidence that the school district of location approves of the establishment of the proposed charter school or explain how the proposed charter school would provide a “significant educational benefit” to its students. A complete list of 5% districts in addition to the New York City School District can be found in the accompanying Guidance Handbook.

As discussed extensively throughout *Response 01ac—Community Need and Proposed School District*, there are many reasons why and many ways in which OWN Charter School 2 will provide a significant educational benefit to its students in contrast to the options that currently exist in CSD 27, and the inland neighborhoods specifically therein. The inland neighborhoods of CSD 27 are in need of strong public school options as evidenced by the low average proficiency rates for grade 3-5 students on the 2015 NYS ELA and math assessments. Graphs on pp. 5 and 6 of *Response 01ac—Community Need and Proposed School District* provide a breakdown by school of this average performance in the aggregate and by disaggregated subgroup (SWD, ELL and FRL). Additionally, the table below illustrates the achievement gap that exists among the CSD 27 inland public schools between at-risk groups and their non-at-risk group peers based on the average Grades 3-5 2015 NYS ELA and math proficiencies across all inland public schools in the district.

Average Grade 3-5 Proficiency on 2015 NYS ELA and Math Assessment among Inland CSD 27 Public Schools⁹ by Disaggregated Subgroup and in the Aggregate

2015	A	W	B	H	GE	SWD	EP	ELL	N-FRL	FRL	ALL
NYS ELA	43.0%	40.7%	24.5%	33.1%	39.4%	9.8%	37.0%	5.6%	41.8%	30.3%	34.5%
NYS MATH	57.5%	54.6%	32.1%	41.4%	51.1%	24.3%	50.1%	17.9%	53.8%	45.5%	47.7%

A=Asian, W=White, B=Black, H=Hispanic, GE=General Education, SWD=Students with Disabilities, EP=English Proficient, ELL=English Language Learners, N-FRL=Non-Free and Reduced Priced Lunch, FRL=Free and Reduced Priced Lunch

This table provides a striking illustration regarding the performance of Black and Hispanic students which lag Asian and White students, of SWD whose proficiency rates are significantly below GE students, of EP students who are more than twice as likely to score at proficient levels than their ELL counterparts and of N-FRL students who outperform their FRL peers. There is a clear need for a high quality charter

⁸ http://www3.edenpr.org/public/documents/ContinuedExcellence/boundary_doc/Benefits_of_Integration_2010.pdf

⁹ The schools included in this analysis are the 16 preK/K-5/8 schools in City Council District 32 which we have used as a proxy for all inland CSD 27 preK/K-5/8. City Council District 32 represents a large swath of CSD 27. These schools comprise 64% of the total similarly configured schools in all of inland CSD 27.

school like OWN Charter School 2, based on a model that has demonstrated success in improving student outcomes, to serve students beginning at the start of their academic careers. Our educational model is designed to meet the needs of the diverse student body we expect to serve in CSD 27 as described above in Key Design Elements. Among the elements that are responsive to the needs of students in the district are: our workshop instructional model that promotes a high degree of differentiation to address the needs of all students, our commitment to supporting teachers' professional development, an emphasis on literacy across the curriculum, our robust intervention program, our focus on a liberal arts education which does not lose sight of the importance of the arts, physical and wellness education and foreign language instruction, our longer school day and year, and our Pillars curriculum that supports the commitment we have to ensuring that the children who are placed in our care become good people as well as good students.

Finally, OWN Charter School 2 will provide an additional important educational benefit in that it will provide needed additional elementary (and ultimately middle school) capacity in an overcrowded district. As discussed in ***Response 01ac—Community Need and Proposed School District***, over 80% of the 16 inland K-5 and K-8 schools (some with pre-K) within City Council District 32 are operating above target capacity, with some like PS 66 at 256% of capacity. In addition, almost one-third of the 16 K-5 and K-8 (some with pre-K) public schools have student bodies *greater* than 1,000 students. On average there are 815 students in pre-K/K-5 schools in inland CSD 27. This is compared to OWN Charter School 2's maximum planned enrollment of 477 in K-5. Our belief that this intimate and personal school community will positively impact student achievement is supported by an extensive body of research. As Herbert J. Walberg, University Scholar at the University of Illinois at Chicago and Distinguished Visiting Fellow at the Hoover Institution of Stanford University wrote in a March 11, 2010 New York Times article, *Smaller Schools, Better Performance*, "A huge amount of research including my own, in more than 25 states shows that other things being equal, smaller schools produce higher achievement than larger schools. Bigger schools tend to be impersonal, departmentalized and bureaucratic. They tend to treat their staff and those they serve as numbers rather than distinctive individuals with unique needs. ... elementary schools have become increasingly impersonal despite younger children's need to be treated as individuals rather than members of categories." Our small community will allow for our young students to feel more personally connected to and supported by all the adults in the school who are charged with their academic, social and emotional development. OWN Charter School 2 will be a school where every adult in the school knows every child by name and recognizes he or she has a role to play in ensuring every child's success.

2(d) Draft Accountability Plan

Complete the Accountability Plan template available on the Institute's website at: www.newyorkcharters.org/operate/reporting-requirements/accountability-plan-draft. The web page includes additional detail to assist the applicant in drafting the required SUNY academic Accountability Plan. This Response should serve as a draft based on the applicant's understanding of the Institute's accountability requirements and align with the proposed school model. Institute staff will work with successful applicants in the school's first year of operation to finalize the plan.

Our World Neighborhood Charter School 2

Draft Accountability Plan

(NOTE: With the recent passage of the Every Student Succeeds Act (ESSA) which is the successor law to NCLB, all NCLB-related goals within this accountability plan will be adjusted to conform to changes that NYS implements to comply with requirements of ESSA once these changes are publicized).

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: All students attending Our World Neighborhood Charter School 2 will become proficient readers and writers of the English Language.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts exam.
- Each year, the school's aggregate Performance Level Index (PLI) on the state English Language Arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

- Each year, 75 percent of students in Grades 1-3 will perform at or above the 50th percentile on the NWEA MAP Reading exam.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English Language Arts exam will be greater than that of students in the same tested grades in Community School District 27.
- Each year, the school will exceed its predicted level of performance on the state English Language Arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Growth Measures

- Each year, under the State's Growth Model, the school's mean unadjusted growth percentile in ELA for all tested students in Grades 4-5 will be above the State's unadjusted median growth percentile.
- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English Language Arts exam and 75 percent at or above Level 3 on the current year's state English Language Arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

- Each year, on the NWEA MAP Reading exam, all grade-level cohorts of students (in grades 1-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 or higher in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

GOAL II: MATHEMATICS

Goal: All students attending Our World Neighborhood Charter School 2 will demonstrate competency in their understanding and application of mathematical computation and problem solving.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics exam.
- Each year, the school'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.

- Each year, 75 percent of students in Grades 1-3 will perform at an NCE of 50 or higher on the NWEA MAP Math exam.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of students in the same tested grades in Community School District 27.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Growth Measures

- Each year, under the State's Growth Model, the school's mean unadjusted growth percentile in math for all tested students in grades 4-5 will be above the state's unadjusted median growth percentile.

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

- Each year, on the NWEA MAP math exam, all grade-level cohorts of students (in grades 1-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 or higher in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

GOAL III: SCIENCE

Goal: All students attending the Our World Neighborhood Charter School 2 will become proficient in their understanding and use of Science.

Absolute Measures

- Each year, 75 percent of fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State science exam.

Comparative Measures

- Each year, the percent of all tested 4th grade students who are enrolled in at least their second year and performing at or above Level 3 on a state science exam will be greater than that of students in the same tested grades in Community School District 27.

GOAL V: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

- Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

Goal 1: Parent and Student Satisfaction

Goal: Parents and students at Our World Neighborhood Charter School 2 will indicate satisfaction with the school's educational programs.

- Each year, parents will express satisfaction with the school's educational program, based on their responses to the Parent Section of the NYCDOE School Survey with at least two-thirds of parents providing a positive response to each survey item. To meet this goal, at least 50% of parents must complete the survey.
- Each year, 90% of all students enrolled during the course of the year will return the following September, excepting those students who have moved out of District 27.

- Each year, the school will have a daily attendance rate of at least 95 percent.

Goal 2: Teacher Satisfaction

Goal: Teachers at Our World Neighborhood Charter School 2 will indicate satisfaction with their careers at the school and the support they are receiving.

- Each year, teachers will express satisfaction with the school's educational program, based on their responses to the Teacher Section of the NYCDOE School Survey with at least two-thirds of teachers providing a positive response to each survey item. To meet this goal, at least 50% of teachers must complete the survey.

FISCAL AND LEGAL COMPLIANCE GOALS

Goal: Our World Neighborhood Charter School 2 will be a strong, viable organization, which carries out sound fiscal and legal practices

- Each year, the school will operate on a balanced budget.
- Each year, the school will take corrective action, if needed, in a timely manner, to address any internal control or compliance deficiencies identified by its external auditor, NYS Education Department, or SUNY, Charter Schools Institute.
- Each year, the school will generally and substantially comply with all applicable federal and state laws, rules and regulations, including, but not limited to the NY Charter School Act, the NY Freedom of Information Law, the New York Open Meetings Law, federal IDEA and FERPA, and the provisions of its by-laws, Provisional Charter (certificate of incorporation) and Charter Agreement.

2. Proposal History Including Community Outreach

(a) Applicant Information

Provide a current resume and brief biographical description for the applicant(s), including relevant background and experience. Indicate whether each applicant is a parent, teacher, administrator, and/or community resident as required by the Act.

The Our World Neighborhood Charter School Education Corporation is the applicant for OWN Charter School 2, with Dr. Jeanette Betancourt, Board President of the Our World Neighborhood Charter School Education Corporation serving as the nominal applicant.

Dr. Betancourt has been an OWN Charter School Board Member since 2003 and is in her 3rd year as Board President. Dr. Betancourt is the Senior Vice President for U.S. Social Impact at Sesame Workshop. She leads and directs all U.S. Social Impact *Sesame Street* research-based, early care and education initiatives including areas in school readiness, health habits, food insecurity, incarceration, military families' transitions, resiliency, literacy, special needs (autism), and other areas impacting vulnerable young children and the key adult influencers in their lives. She also is the developer of high impact bilingual traditional and new media initiatives. Dr. Betancourt received a BA from Herbert H. Lehman College, City University of New York, an MA in Speech and Language Pathology from Hofstra University, an MS in Bilingual Reading/Special Education from St. John's University, and an Ed.D. in Special Education from Teachers College, Columbia University.

Her resume is included at the end of this document.

(b) Founders

Describe how the applicant team formed and the relationship of its members to each other. Clearly describe the process that the founding group used to develop the proposal. Discuss any assistance the founding group received from outside advisors, for example, support organizations or consultants (even if these outside advisors are not active members of the founding group). Use the Founding Team Members table to list the active members of the founding group who developed this proposal and/or will be involved in the proposed school, if approved.

The Our World Neighborhood Charter School Education Corporation, an existing SUNY authorized education corporation, is the applicant for OWN Charter School 2 and is seeking the authority to operate this additional school within its existing corporate structure.

The Board of the Our World Neighborhood Charter School Education Corporation took a very careful and thoughtful approach in reaching a decision to replicate the school under its auspices. While other charter school education corporations have sought to create additional schools under their authority after a successful first charter term, our Board chose a more cautious approach, taking more time to firmly establish the OWN Charter School model and ensure there was demonstrable success before entertaining a decision to establish more schools under its auspices.

The Board began discussing the possibility of replicating in 2014. The Board discussed the value of replicating the model in CSD 30, but concluded because there was a saturation of a number of high quality charter school models (including OWN Charter School) already in the district, it would be important to bring the OWN Charter School model to a district in need of public school choice. The Board felt it would be important for the first replication to remain in the borough of Queens in order to ensure the schools would be in relative proximity to each other to facilitate collaboration among the administrators, teachers and staff. Further, given that the creation of a second school under the existing

education corporation would allow both schools to reap operational efficiencies and reduce expenses through the sharing of centralized staff¹, the Board was cognizant of the need to ensure that an inordinate amount of time was not required to travel between the two schools reducing the efficiency of central staff members when onsite work at each of the two schools was necessary. Ultimately, after debating the merits of different CSDs in Queens, the Board chose CSD 27 for the reasons highlighted in **Response 01a-Community Description and Need.**

In addition to the Board members of Our World Neighborhood Charter School Education Corporation, Brian Ferguson, OWN Charter School Executive Director, Mark Crusante, OWN Charter School Director of Development and Karrine Montaque, OWN Charter School Business Manager were appointed as members of the OWN Charter School 2 founding team. Having approved the motion to replicate OWN Charter School in CSD 27, the Board engaged a consultant to work with the Board and OWN Charter School leadership to develop a charter application that would be submitted in the first cycle of the 2016 RFP in order to be able to open OWN Charter School 2 in September 2017, if approved. The Board engaged, Mary Grace Eapen, who was the consultant who had developed the Academy of the City Charter School application, had served as primary grant writer for OWN Charter School's successful 21st Century Learning Community application in 2013 and is the current evaluator for our 21st CCLC after school program. Mr. Ferguson, Mr. Crusante and Ms. Montaque worked closely with Ms. Eapen in determining the central office program and operational model and the organizational structure that would best allow both schools to gain operational and financial efficiencies and support the growth and development of successful schools that promote high student achievement. In addition, the founding team worked together closely in the development of the school and education corporation budgets.

The Board delegated to Mr. Ferguson and Mr. Crusante the work related to community outreach and engagement as well as the day-to-day coordination, information sharing and communication with Ms. Eapen in her development of the charter application. To assist Mr. Crusante, who is the lead on the community engagement efforts, with this work, the founding team engaged Michael Tobman, principal of Tobman Strategies, a political and media relations and communications consultant who has assisted other charter schools in community engagement efforts.

The primary authors of the charter application are Ms. Eapen, Mr. Ferguson and Mr. Crusante with Ms. Montaque developing the budget plans. The Board also engaged external legal counsel with expertise in charter schools and charter school replications to support the application development process. Clifford S. Schneider, Esq. of Cohen, Schneider and O'Neill LLP has provided guidance and feedback in the application areas related governance, school discipline and school policies. In addition, although not an official part of the Founding Team, several members of the OWN Charter School's instructional staff supported the charter development process in the educational aspects of the proposed charter school. Among these individuals were Lisa Edmiston, Principal; LaToiya Revell, Assistant Principal; Gina Patino, Curriculum Coordinator/Testing Coordinator K-5; and Anthony Paladino, Math Consultant who are helping on the educational program side. Ultimately, the Our World Neighborhood Charter School Education Corporation Board had an opportunity to review final drafts in order to provide input and feedback prior to the final application submission.

¹ Throughout this application, the use of "central office" (i.e. central office Chief Executive Officer) describes positions at the Education Corporation level which carry out centralized roles and responsibilities over both schools.

Founding Team Members (Other than Board Members)

Name

1. Brian Ferguson	Executive Director, OWN Charter School. Educational Leadership, Curriculum and Instruction, All Aspects of Charter School Operations (Academic, Fiscal, Operational, Governance). Mr. Ferguson worked closely with the consultant engaged to write the charter application, providing information for application drafts, reviewing drafts and sharing and gathering feedback from Board members on the application drafts. Mr. Ferguson also participated in community outreach efforts by presenting at community meetings and meetings with elected officials and other community stakeholders.	Should OWN Charter School 2 be authorized, Mr. Ferguson's role would transition from Executive Director of the OWN Charter School in Astoria to Executive Director of Our World Neighborhood Charter School Education Corporation with day to day oversight of OWN Charter School's and OWN Charter School 2's Principals
2. Mark Crusante	Director of Development, OWN Charter School. Fundraising, Governance, Community Relations, Marketing and Public Relations. Mr. Crusante spearheaded the community engagement and outreach efforts. He was responsible for disseminating information on the proposed school, developing outreach tools, including surveys, petitions, social media, and distributing these tools widely and securing feedback from the community through these tools. He was responsible for reaching out to and engaging elected officials and other community stakeholders and arranging community meetings and other meetings with community organizations who served families with preschool and elementary age children. Mr. Crusante presented at a variety of OWN Charter School 2 forums, including community meetings, day care/preschool meetings and charter school fairs. He also engaged in a grass roots effort, conducting community walks	Should OWN Charter School 2 be authorized, Mr. Crusante's role would transition from Director of Development at OWN Charter School in CSD 30 to Director of External Affairs, Our World Neighborhood Charter School Education Corporation. His role would encompass developing, implementing and overseeing the fundraising plan for the Education Corporation as a whole with two charter schools under its auspices as well as each individual school in addition to undertaking community relations and marketing for both schools.

	and introducing himself and OWN Charter School 2 and leaving flyers and surveys at local businesses (laundromats, medical offices, grocery stores, etc.) that families frequented.	
Karrine Montaque	Business Manager, OWN Charter School, Charter School Finance and Operations. Ms. Montaque developed the budgets for the proposed charter school and the Education Corporation for this application as well as was a key member in the team discussions regarding organizational structure of the Education Corporation and the proposed charter school.	Should OWN Charter School 2 be authorized, Ms. Montaque would transition from business manager at OWN Charter School in CSD 30 to Director of Finance, Our World Neighborhood Charter School Education Corporation. Her role would encompass overseeing and implementing the financial and accounting operations of both schools. The operations and bookkeeping staff at both schools would report to her in addition to reporting to the principal of their specific school.

(c) Founding Board Member Specific Information

Use the Proposed Board Members table to provide information about the proposed education corporation's trustees.

- Under the heading "Position on the Board," please note any leadership and/or affiliations that proposed board members would hold. For example: "Board Chair," "Board Member – CMO Representative," etc.
- Under the heading "Committee Affiliations (if any)," please note any committees on which a proposed trustee would serve.
- Include any currently vacant seats that the board would fill at a later date, and specify the date. For example, if the board intends to add the head of the school's Parent Teacher Organization as an *ex-officio* member after PTO elections in December of the 1st year, that member should appear in the table below as: Name - TBD; Position on the Board – PTO Representative; Committee Affiliations – TBD; and Area of Expertise and/or Additional Role at School – Parent; and, (check "Voting" and "Ex-Officio").
- Please note that the Institute posts this information on its website for public review.

The seven individuals in the chart below are the current members of the Our World Neighborhood Charter School Education Corporation Board. While at the Letter of Intent stage we had expected to present a proposed new Board member representing CSD 27 in the full application, a final candidate has not yet emerged. State Senator Joseph P. Addaboo, Jr.'s office has indicated they would refer potential candidates for our consideration and we are also currently vetting other CSD 27 community members we have met, including some OWN Charter School current and former parents who are residents of CSD 27. The Our World Neighborhood Charter School Education Corporation Board is very invested in the Board recruitment and selection process. Once candidates from CSD 27 have been identified, the Board will engage in their vetting process and ultimately select a new Board member from among the candidates. We are committed to adding a representative from CSD 27 to serve on the Board given our desire to serve the children in this community.

PROPOSED 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.Dr. Jeaneatte Betancourt	President	Executive, Development, Education	Parent, Early Childhood Education, Program Development, Charter School Governance, ELLS and Students with Disabilities	X	
2.Melissa Chin	Vice President	Executive, Education, Facilities	Early Childhood Education, School Management, Charter School Governance	X	
3.Maura Fitzgerald	Secretary	Executive, Finance,	Parent, Human Resources, Charter School Governance	X	
4.Richard T. Bogle, Esq.	Member	Executive, Facilities, Audit, Finance	Legal, Charter School Governance	X	
5.Olubunmi A. Emigli	Member	Education, Development	Parent, Legal	X	
6.Sara Español	Member	Education, Development	Parent, Curriculum, Instruction, Students with disabilities	X	
7.Charles Guadagnolo	Treasurer	Executive	Real Estate Development, Facilities Financing	X	

(d) Community Outreach

Please Note: Community outreach is a minimum statutory requirement. For further information about this requirement, refer to the Guidance Handbook.

Explain:

- The methods used to inform stakeholders in the intended community about the proposed charter school;

- **The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;**
- **The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and,**
- **The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.**

The original OWN Charter School was founded by parents in the Astoria community who were eager to bring a high quality public charter school alternative to the existing public school choices available in the district. The Our World Neighborhood Charter School Board is cognizant of the fact that unlike the original school, any replication of the OWN Charter School model it proposes in new communities, is unlikely to have grown organically from the communities' parents as did the original school. Because of this fact, the Our World Neighborhood Charter School Education Board is keenly aware of its responsibility to ensure that any replication of OWN Charter School has the support and buy-in of the stakeholders in the community—particularly the parents of elementary/middle school students, is reflective of and responsive to the unique needs and characteristics of the community and fills an educational void in the community. Such is the case with OWN Charter School 2 in CSD 27's inland communities.

As discussed previously in the **Letter of Intent** as well as **Response 01ac-Community Need and Impact**, CSD 27 was carefully selected by the Our World Neighborhood Charter School Education Corporation Board as the site of its first replication as it met certain criteria in addition to receiving a strong endorsement from State Senator Joseph P. Addabbo, Jr. in the summer of 2015 after both a visit to OWN Charter School and a personal meeting with OWN Charter School 2 founding members. Senator Addabbo encouraged us to consider Woodhaven, an area he represents, due to the overcrowding in the existing elementary/elementary-middle schools. However, in order to ensure that we have the will of the community in pursuing the development and establishment of OWN Charter School 2, we have embarked on a comprehensive community outreach effort that both informs stakeholders of the OWN Charter School model and our plans to situate the school within the district while also emphasizing the importance we place in their voice in the ultimate school model that is presented to SUNY CSI for consideration and approval.

To this end, the Our World Neighborhood Charter School Education Board along with OWN Charter School 2 founding team members have designed and are implementing a thoughtful community engagement process to inform a wide variety of inland CSD 27 stakeholders about OWN Charter School 2 and to seek their input regarding the school's design. OWN Charter School 2 has a website, www.owncs2.org, that provides information about the plans to replicate the OWN Charter School in CSD 27, the OWN Charter School model its mission and academic model and serves as the main repository of all information and news related, including notices to upcoming community and other meetings, to OWN Charter School 2. Our website contains an online survey for stakeholders to provide input and feedback on the school design as well as an online petition. All outreach materials including the survey, it should be noted, are available in Spanish and English. OWN Charter School in Astoria is also supporting OWN Charter School 2's outreach efforts by placing a link to OWN Charter School 2's website on its own website and social media outlets. We are taking further advantage of social media to get the word out about OWN Charter School 2 and have both a Twitter and Facebook account, www.twitter.com/owncs2 and www.facebook.com/owncs2, respectively. Data from our Facebook page to date shows that 91,091 people have viewed our Facebook page in the vicinity of

CSD 27 and we have 881 Likes averaging about 60 Likes a week. The vast majority of Facebook users are viewing our community update section on the homepage as well as our adorable video survey message:

<https://www.facebook.com/OWNCS2/videos/vb.892562290861543/908696049248167/?type=2&theater>

We are continually collecting responses to our survey online, from individuals who attend our public meetings at various locations and as we canvass neighborhoods and encourage people we speak with to complete the survey. We have been tweeting out information on the new school, appealing to CSD 27 residents to complete the online survey, sign a petition and/or attend a community meeting about the school with hashtags: #OWNCS2.

The preschool community is a critical constituency for us. We have sent letters, information sheets and surveys to at least 10 preschool directors throughout the district to inform them about OWN Charter School 2 and request they provide us with feedback about the population they serve and their input on what an appropriate school design should include given their intimate knowledge of the children who would be attending our school if approved. We have also requested that they turnkey this information to their parent body. We have followed up by phone to these daycare centers with offers to make representatives available from OWN Charter School, the Board and the founding team to host parent meetings about OWN Charter School 2 at their preschools. We are waiting to hear back from them about scheduling dates.

OWN Charter School 2 representatives had a table at the January 2016 Queens Charter School Fair at the Variety Boys and Girls Club where we had an opportunity to speak to parents from CSD 27 about the proposed school and hand out information on the school with links to the survey. We hosted a community-wide meeting on 2/25/15 at the Howard Beach, Queens Library, so that prospective CSD 27 parents among other stakeholders would have an opportunity to learn about the OWN Charter School model and our plans to bring OWN Charter School 2 to serve their children and provide feedback on our model and their own input regarding what they valued in a new school community.

Since the submission of the Letter of Intent, we hosted two more community meetings at the public libraries in Woodhaven (3/14/16, 6 pm) and South Ozone Park (3/26/16, 10 am) and are currently working to schedule community meetings at the libraries in Far Rockaway and Jamaica (which is adjacent to CSD 27 and has membership from CSD 27) in April. To publicize these community meetings and to secure a meaningful turnout, we placed ads in weekly issues of local papers leading up to the last March community meeting. The papers included Queens Chronicle and Queens Family Magazine. We also highlighted the events on Twitter, Facebook and our website, posted flyers in the neighborhoods representing CSD 27 in such places as laundromats, grocery stores, health clinics, libraries and other places where parents of school age children frequent. In addition, the libraries have posted the event as part of their Community Calendars, which are publicized online on their branch homepage and also posted on NY1 television. In addition, the libraries promoted our events by posting information on the sessions on library billboards, and South Ozone Park Library also created their own information card highlighting our event and had them available in the library leading up to the session.

Further, we have done canvassing of the neighborhoods going door-to-door talking with prospective parents regarding OWN Charter School 2. Founding Group members conducted weekly visits to various neighborhoods within inland CSD 27 to keep residents abreast of news of OWN Charter School 2 and to keep up our visibility in the community.

We have put together a group of current and former OWN Charter School parents and OWN Charter School graduates from CSD 27 to serve as community outreach volunteer ambassadors for the school. They are charged with getting the word out in the community through neighborhood walk-throughs, sharing flyers that contain among other information how stakeholders can offer input into the design of the school, notices of community meetings and securing signatures on our petitions.

Founding Group members as well as Michael Tobman, whom we have engaged as community organizing counsel (mentioned previously in this Response), have communicated with, met and/or will be meeting with several elected officials representing CSD 27 and as well as the greater Queens borough and New York City. As described previously, we met with Senator Addabbo, Jr. earlier in 2015 who is highly supportive of bringing the OWN Charter School model to his district (a support letter is included). Senator Addabbo, Jr. encouraged us to reach out to the CEO of the Joseph P. Addabbo Family Health Center to help further our outreach to the parents and children who are clients of the Center and his office forwarded our marketing materials to the Family centers in CSD 27 and in neighborhoods in close proximity to CSD 27. In addition, his office encouraged us to reach out to Maria Thomson with the Woodhaven Business Improvement District. A message was left with Ms. Thomson and we are waiting to hear back from her. We believe that we will be able to recruit an exceptional potential new Our World Neighborhood Charter School Education Corporation Board member from CSD 27 through Senator Addabbo Jr.'s contacts.

Brian Ferguson and Mark Crusante met with Sal Simonetti, the chief of staff of Councilman Eric Ulrich on 2/29/16. He responded very positively to our plans and would relay them to the Councilman. He encouraged us to keep him abreast of the status of our application. On March 18, Mike Tobman met with Assemblyman Mike Miller to discuss OWN Charter School and its proposed replication in CSD 27. We will keep Assemblyman Miller updated on our plans.

On April 6, Brian Ferguson, Mark Crusante and Mike Tobman will meet with U.S. Congresswoman Grace Meng who represents the 6th Congressional District in Queens. The purpose will be to brief her on the plans to bring OWN Charter School 2 to CSD 27, to get her feedback on our plans and to secure her support. While her congressional district does not overlap with CSD 27, as an important local and national leader in the Asian American community, Congresswoman Meng's advice, guidance and hopefully her support will be valuable for us in a school district with a growing population of Asian immigrants.

Through Mr. Tobman, we have made outreach to:

- Dr. Jere Hochman, Deputy Secretary for Education under Governor Andrew Cuomo. Dr. Hochman has expressed his interest in learning more about OWN Charter School 2 and we hope as we continue to keep him abreast of the school's developments that we can secure a meeting with him and/or visit by him to OWN Charter School.
- Justin Brannan, Deputy Executive Director of Intergovernmental Affairs at NYC Department of Education. Mr. Brannan has indicated a willingness to provide assistance to us as needed and noted that when he reached out to the Head of the Office of Charter Partnerships he was informed that a meeting with us was already scheduled and we were in "good hands."
- Scott Stringer, NYC Comptroller. We are hoping to have Comptroller Stringer visit OWN Charter School to see our model firsthand and discuss our plans to replicate the school in CSD 27.

- Melinda Katz, Queens Borough President. We are currently endeavoring to schedule a meeting with the Borough President to share our plans for OWN Charter School 2 and seek her input and support.
- Philip Goldfeder, NYS Assemblyman, Assembly District 23 (encompasses CSD 27). Assemblyman Goldfeder expressed his verbal support of OWN Charter School 2's application and asked to be kept up to date on the status of the proposal. We are hoping that after the Legislative Session he will come to OWN Charter School to visit and see first hand the learning community that has been created.

Last year, we also met with elected representatives of OWN Charter School's district (CSD 30) to inform them of our plans to replicate and secure their support and help. In fact, Assemblywoman Aravella Simotas and her office have opened the door for us to meet with Assemblywoman Michelle Titus and Assemblyman Phillip Goldfeder. We are currently in the process of setting up those meetings.

As we continue to cultivate these relationships with elected officials, our goal will be to secure their support of our efforts to bring our high quality school model to a new community in Queens.

Our analysis of the 49 responses we have received from CSD 27 parents and other stakeholders to our community outreach and engagement efforts thus far, indicates we have their support to bring OWN Charter School 2 to CSD 27. The stakeholders who completed our survey clearly indicated that our academic model resonated with them. Of the people who completed the survey, the majority indicated they supported the key design elements of our academic program including our inclusive model for ELLs and special education students, our focus on enrichment courses as part of our core curriculum, our focus on character development, and our longer school year among other elements.

During our community meetings, parents supported OWN Charter School 2's coming to their community because they indicated that there are few school choices for parents in the district. They also indicated that from what they knew about charters, they were only in the Rockaways and not in the inland community where their children could easily attend. Parents who had children who were age-eligible to attend OWN Charter School 2, if authorized, indicated that they liked the fact that (1) foreign language study began in Kindergarten; (2) that we have a longer school day and year because it helped them with child care in addition to believing it would help their children in achieving academically; and (3) that technology would be used as a tool in student learning. In addition, they indicated that they would want OWN Charter School 2 to have an afterschool program beyond the 3 pm end of day for their children. We indicated to them that like OWN Charter School in Astoria, OWN Charter School 2 would seek to provide after school programming to interested families by accessing various funding streams like 21st CCLC, OST and SONAC. Thus, while the afterschool component would not be a part of the charter school's school day, we recognized the need and importance of afterschool for many parents and children and expected to be as successful as we have been at OWN Charter School in seeking out and securing grants for this purpose. Parents in the community meetings also validated the response we received on the survey to our Pillars curriculum. They indicated that they are very concerned about the increasing gang violence in the community and feel that beginning character education at Kindergarten can help students develop skills in making better choices and turning away from destructive behavior.

There were parents who voiced concern regarding what they felt was needed educationally in the community. In both the survey and in person, some parents indicated they felt what was needed was more gifted and talented programs. OWN Charter School 2 responded by saying that the school model will offer Regents classes beginning in middle school, should we be authorized and allowed to expand.

Further, we described how our highly individualized instructional model was able to address children where they are instead of aiming instruction at the middle. We shared with them information on where our students go to high school and college and to a one they were duly impressed. Some parents indicated that what the community needed was a middle school and not an elementary school. We indicated that our plan was to grow to become a K-8 school. We subsequently found out that the parents who felt a middle school was needed had children who were about to enter middle school and thus would not be eligible to attend OWN Charter School 2 when it opened. We understood the concern parents of these older children have for quality middle schools; however, our experience is in building a K-8 model beginning with the early grades. As this is one of our core competencies, it would not have been realistic or feasible for us to implement a different school model, that of a Grade 5-8 school, having not had prior experience with a standalone middle school model. We also had parents who expressed a concern about integrating lower performing students with higher achievers in the same school setting. We respectfully let them know that our model was an inclusive model and that we valued all kinds of diversity in our school. In addition, we described how our instructional model is one that is highly effective in a classroom of heterogeneous learners. We again pointed to our students' post-OWN Charter School record of high school and college acceptances as a validation of our inclusive model.

The community was given multiple ways to submit feedback and input to us. However, there was no feedback that we received that suggested a modification or addition to our model was necessary. We were very open to entertaining elements that would reflect the specific needs of the community as identified by community stakeholders; however, as described previously, stakeholders overwhelmingly agreed with the direction of our model. Even with open ended questions regarding the choice of foreign language, the length of the school year, the model for at-risk students, the responses were aligned with our original model.

We will continue our outreach during the charter application preparation stage, after the full application is submitted as well as post-authorization, should we be approved, reflecting our commitment to engaging the community in the school at all stages of its development. OWN Charter School 2 intends to continue to use the tools it has developed thus far to inform and gather feedback from the community, including social media and brochures, surveys and other marketing materials in variety of venues, including meetings with community and individual stakeholders. We will continue to place ads in local papers, issue press releases as needed, reach out to preschools and CBOs serving parents of preschool age children and meet with elected officials.

(e) Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

This is not applicable. With the exception of the application for the original Our World Neighborhood Charter School that was authorized by the State University of New York Trustees in 2001 and is now in its 14th year of operations, the applicant has not previously applied for a charter from SUNY or any other charter authorizing entity. This is the first application for Our World Neighborhood Charter School 2 by the applicant and founding team. It should be noted, however, that in 2010, members of the OWN Charter School staff applied to SUNY for Academy of the City Charter School (originally named and approved as Our World Neighborhood Charter School II before undergoing a name change) and were approved to open in CSD 30. The school, now in its fifth year of operation, is based on the OWN Charter School model, drawing heavily on our curricular and instructional model and culture to meet the needs of children of New Americans—English language learners—which is an integral component of its mission. Academy of the City, however, has always been independent of OWN Charter School with its own governing board. This application for OWN Charter School 2 is the first application by the Our

World Neighborhood Charter School Education Corporation to operate an additional school—and in this case a replication of the original OWN Charter School.

3. Proposal History Including Community Outreach

(f) Letters of Justification for Previously Denied Applications

Please Note: If a Business Plan submitted with this proposal provides the information requested below, the applicant may reference the response in the Business Plan in lieu of addressing this question in full in the proposal.

This is not applicable as the Our World Neighborhood Charter School Education Corporation has not submitted a previous charter application that was denied.

3(g) Board Member and Founder Credentials

Biographical Information

- Submit a brief biographical statement for newly proposed trustees.
- Submit a resume for each founding team member.

Board Members Request for Information Forms

- For each proposed board member who is not currently on a SUNY approved charter school education corporation board (as identified with an asterisk (*) in the table above), submit a resume and complete, sign and attach a “Request for Information from Prospective Charter School Trustees” (“RFI”) form available on the Institute’s website at: www.newyorkcharters.org/operate/reporting-requirements/board-members-new.

While at the Letter of Intent stage we had expected to present a proposed new Board member representing CSD 27 in the full application, a final candidate has not yet emerged. State Senator Joseph P. Addaboo, Jr.’s office has indicated they would refer potential candidates for our consideration and we are also currently vetting other CSD 27 community members we have met, including some OWN Charter School current and former parents who are residents of CSD 27. The Our World Neighborhood Charter School Education Corporation Board is very invested in the Board recruitment and selection process. Once candidates from CSD 27 have been identified, the Board will engage in their vetting process and ultimately select a new Board member from among the candidates. We are committed to adding a representative from CSD 27 to serve on the Board given our desire to serve the children in this community.

The resumes of all current members of the Our World Neighborhood Charter School Education Corporation Board of Trustees were included in the Letter of Intent and each of these members have already been approved by SUNY and thus no Board Member Request for Information Forms are included as part of this response.

The following are resumes for Brian Ferguson, OWN Charter School Executive Directors; Mark Crusante, OWN Charter School Director of Development; and Karrine Montaque, OWN Charter School Business Manager who are the Founding Team Members.

Brian E. Ferguson

Brooklyn, New York 11233

EDUCATION

Doctor of Philosophy (*anticipated Graduation Spring 2013*), **Fordham University, Educational Leadership and Policy.**

Masters of Science, Administration, Planning, Social Policy **Harvard University, the Graduate School of Education, 1997.**

Bachelor of the Arts, Analytic/Applied Mathematics and Quantitative Studies, The John Hopkins University, 1985.

LICENSES AND CERTIFICATES

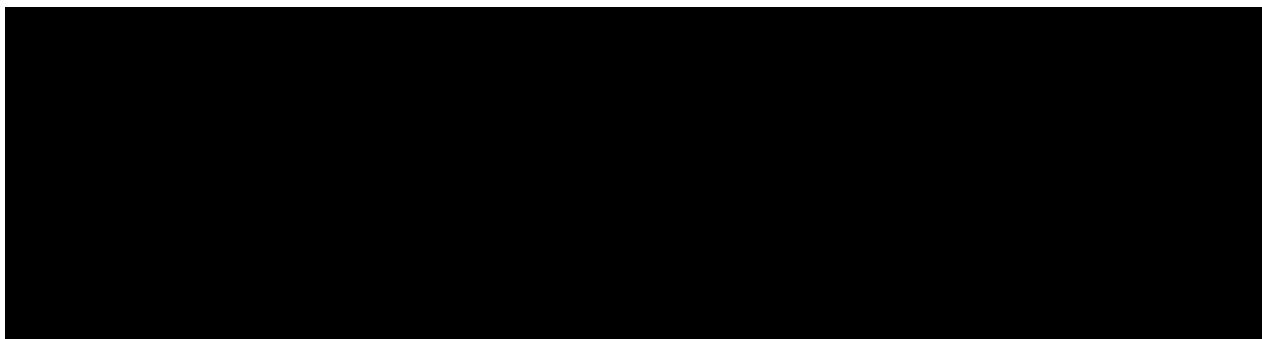
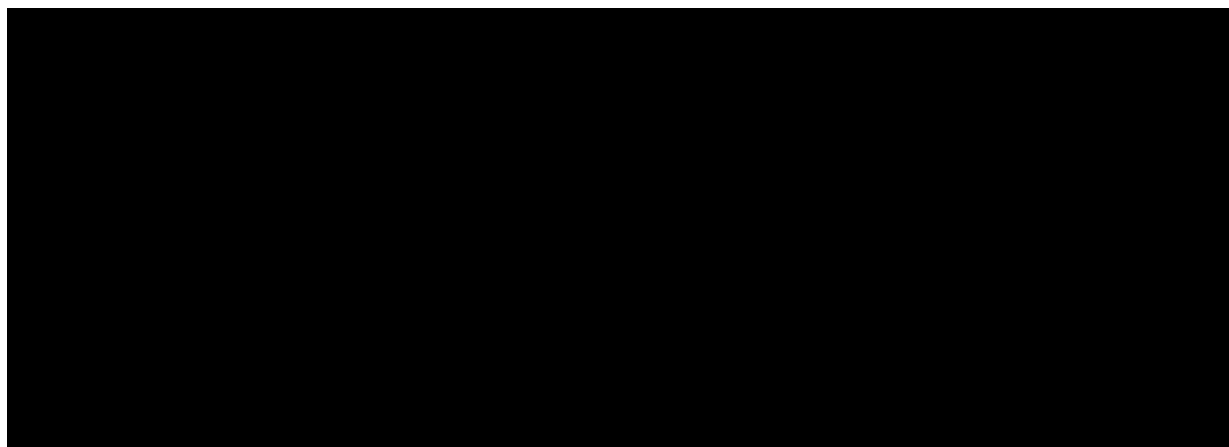
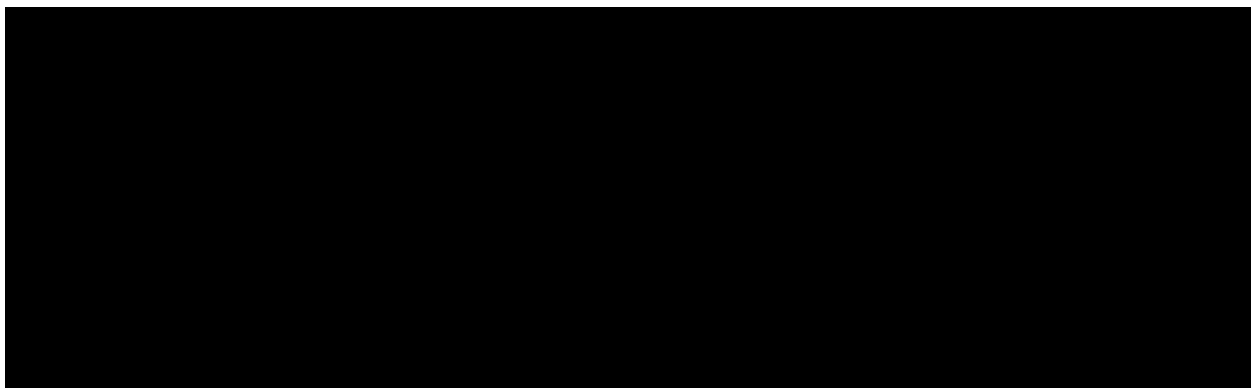
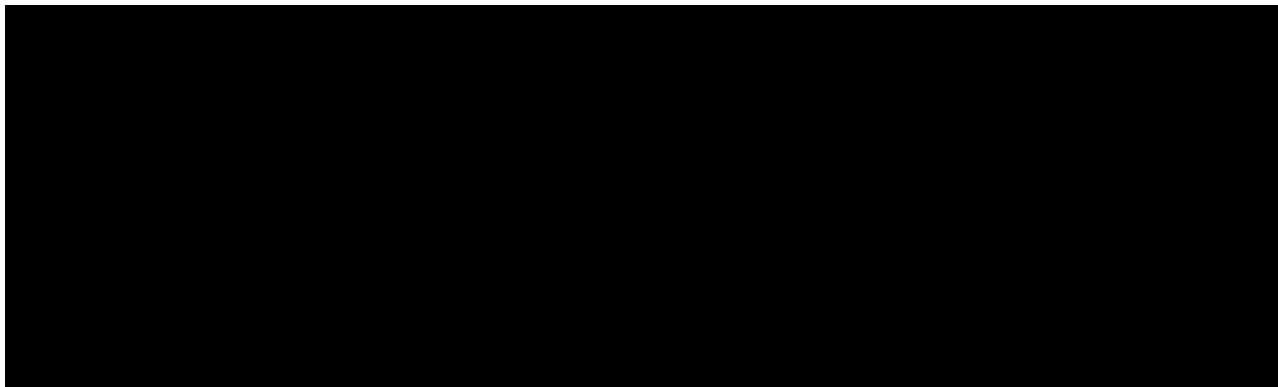
- Principal, Assistant Principal, and Mathematics Teachers, Grades 5-12
- Administrative Certification in New York, Massachusetts, and Pennsylvania
- Title II Mathematics Problem Solving In-service Project for Middle School Teachers
 - o Certificate of Completion, State University of New York, College at Old Westbury, 1991.

PROFESSIONAL EXPERIENCE

[Redacted]

[Redacted]

[Redacted]



REFERENCES AVAILABLE UPON REQUEST

Mark T. Crusante

QUALIFICATION

Seasoned Fundraising/Development Director interested in leveraging management skills, graduate education, and a record of leadership in civic, and cultural organizations to enter a career assisting growing nonprofit organizations.

EDUCATION

Masters of Science Degree, Nonprofit Management (Concentration: Fundraising/Board Governance) Milano the New School for Management and Urban Policy. *William Randolph Hearst Scholarship Recipient*. GPA: 3.7400.

- Thesis Paper: "The cities of New York and San Francisco within the charter school community: Does public monies made available to these cities play a role in student achievement?"

Bachelor of Science, Political Science. Towson University, 2000-2004

- Published Journal: "Patriotism v. Liberty: Government Surveillance and the Right to Privacy" Law Online.
<<http://www.bsos.um.edu/gvpt/lawonline/loj/papers.htm>>
- Research paper: "Desegregation and the Prince George's County School System: A Lengthy Battle"

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

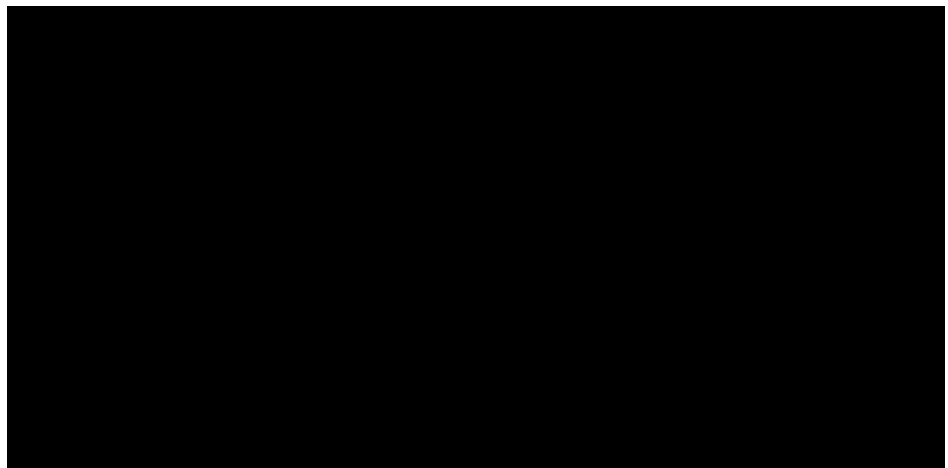
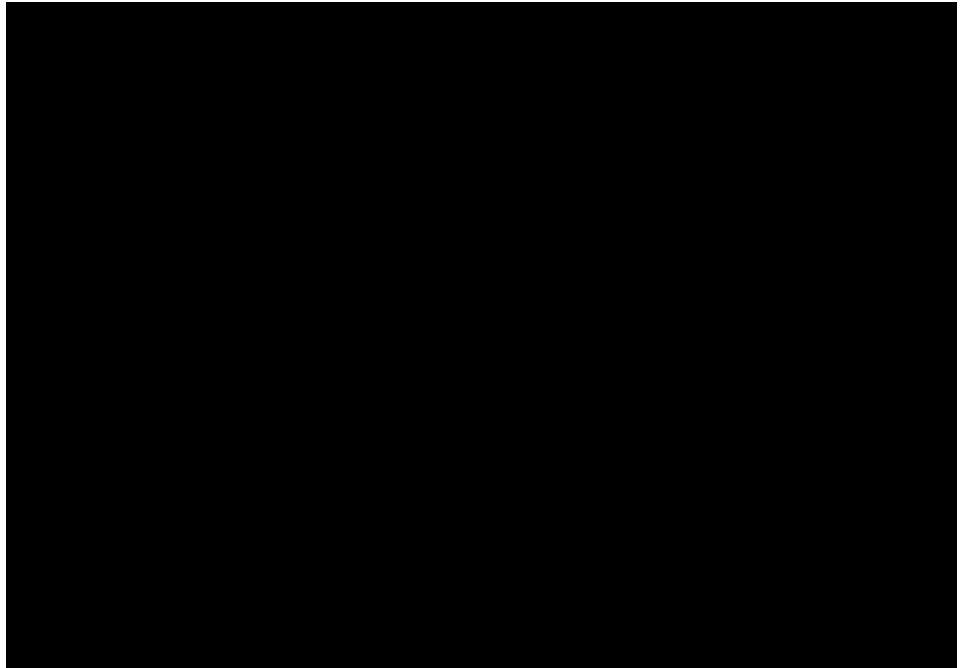
[REDACTED]

[REDACTED]

REFERENCES

- Available Upon Request

Response 03g-7



EDUCATION: Baruch College, City University of New York
Bachelor in Business Administration, June 1999, Honors
Major: Accounting. GPA: 3.52 (Dean's List)

MEMBERSHIP: American Institute of Certified Public Accountants

CERTIFICATION: Certified Public Accountant (State of New York)

SKILLS: Proficient in Microsoft Excel, Word, and PowerPoint,
Quickbooks/ EASYACCT Write-up Software
Lacerte Professional Tax Software, MAS500

REFERENCES: Furnished Upon request

3(h) Outreach Evidence

Date	Description of Event	Documentary evidence (as applicable)
8/26/2015	Brian Ferguson and Mark Crusante met with Assemblywoman Aravella Simotas to discuss replication of OWN Charter School and to seek their help in facilitating introductions to CSD 27 elected officials.	E-mail Confirmation (#1)
8/28/2015	Mark Crusante met with State Senator Joseph P. Addabbo, Jr. to discuss replication of OWN Charter School.	E-mail Confirmation (#2)
9/29/2015	Mark Crusante met with Councilmember Costa Constantinides and Niki Kokkinos, Council District Director to discuss replication of OWN Charter School and to seek their help in facilitating introductions to CSD 27 elected officials.	E-mail Confirmation (#3)
12/1/2015	Began construction and development of OWNCS 2 website, Facebook page, Twitter and marketing tools. All tools are currently launched.	www.owncs2.org www.facebook.com/owncs2 www.twitter.com/owncs2 www.surveymonkey/r/owncs2 www.owncs.org Survey Copy (#4) OWNCS #2 Marketing Card Copy (#5) Petition Copy (#6) OWN Charter School (CSD 30) brochure with link to OWNCS 2 (#7)
1/6/2016	OWNCS 2 Advertisements in Queens Chronicle Papers	Copy of Ad invoice and Copy of Ad from actual paper (#8)
1/30/2016	Queens Charter School Fair at Variety Boys and Girls Club.	Twitter snapshot of Queens Charter Fair (#9)
2/7/2016	Mailing of Information Letters to Preschools in CSD 27	Letter and list of preschools that received letter (#10)
2/25/2016	Community Meeting at Howard Beach, Queens Library	Copy of Ad (#11) Photo of Library Bulletin Board announcement (#12)
2/26/2016	Letter of Support From Senator Joseph P. Addabbo, Jr.	See Response 15e-Evidence of Support
2/29/2016	Brian Ferguson and Mark Crusante met with Councilmember Eric Ulrich's Chief of Staff, Sal Simonetti, to discuss OWNCS 2 and get Ulrich's support	Email Confirmation (#13)
Feb. 2016	Weekly Canvassing of Community	NA
March 2016	March Ads in Queens Family Magazine for	Ad and Invoice (#14)

	March Community Meetings	
March 2016	March Ads (2/25, 3/3, 3/10, 3/17, 3/24) in Queens Chronicle (Southeast Editions) for Community Informational Sessions	Copy of Ad from 3/24/16 Queens Chronicle (#15)
March 5, 2016	NYC Citywide Charter School Fair, Williamsburg Charter High School, 198 Varet Street, Brooklyn NY	http://www.queensbp.org/event/2016-charter-school-fair/
March 11, 2016	Email outreach to NYC Comptroller Scott Stringer through Deputy Comptroller Camille Joseph, to brief and update him on our expansion plans in Queens.	E-mail Correspondence (#16)
March 11, 2016	Email communication to and from Justin Brannan, Deputy Director of Intergovernmental Affairs, at the NYC Dept. of Education	E-mail Correspondences (#17)
March 13/25, 2016	Email communication to and from Jere Hochman, Deputy Secretary to Governor Andrew Cuomo for Education Policy to brief and update him on our expansion plans in Queens.	E-mail Correspondences (#18)
March 14, 2015	Community Information Session at Woodhaven, Queens Library	Queens Chronicle Ad (#15)
March 17-23	Notification to CEC District 27 on OWNCS 2 Letter of Intent and Application to replicated in CSD 27. Notice sent via e-mail and FedEx. Voicemails also left for Mary Barton, CEC Superintendent [REDACTED]	See Response 14-District Relations
March 18, 2016	Canvassing of neighborhoods in CSD 27 to secure signatures on the school petition as well as to secure survey responses.	NA
March 26, 2016	Community Information Session at South Ozone Park, Queens Library	Queens Library Information Card Flyer distributed through Queens Library (#19 and #20)
March 18, 2016	Meeting with Assemblyman Mike Miller to discuss support for OWN 2 and the school's intent for replication in CSD 27.	E-mail Correspondences (#21)
March 28, 2016	Phone conversation with Assemblyman Philip Goldfeder.	Email Correspondence confirming content of call (#22)
April 6, 2016	Brian Ferguson and Mark Crusante to meet with Congresswoman Grace Meng at her Forest Hills district office at 11:30 am. Purpose is to brief her on the plans to bring the OWN Charter School model to CSD 27, get her feedback on our plans and secure her support	E-mail Correspondences (#23)
April 6, 2016	Brian Ferguson, Mark Crusante, and Florence Adu meeting with David Frank, NYC	See Response 16ac-Facilities

	Department of Education on Co-Location Space	
April 6, 2016	Brian Ferguson meeting with James Merriman of the NYC Charter School Center 4:30-5:00 p.m.	
April TBA	Community Information Session at Jamaica, Queens Library Community Information Session at Far Rockaway, Queens	Ads to be Placed
April TBA	Meeting w/ local legislators in Albany regarding support for OWN	

#1



Accepted: Meeting with Assemblywoman Aravella Simotas' Office @ Wed Aug 26, 2015 1pm - 2pm (mcrusante@owncs.org)

Brian Ferguson [REDACTED]
Reply-To: Brian Ferguson [REDACTED]
To: mcrusante@owncs.org

Mon, Aug 24, 2015 at 2:48 PM

Brian Ferguson has accepted this invitation.

Meeting with Assemblywoman Aravella Simotas' Office

To discuss OWN's intent on replication.

31-19 Newtown Ave.
Suite 401
Astoria, NY 11102
718-545-3889

When Wed Aug 26, 2015 1pm - 2pm Eastern Time
Where 31-19 Newtown Ave. Suite 401 Astoria, NY 11102 (map)
Video call https://plus.google.com/hangouts/_/owncs.org/bferguson-mcrus
Calendar mcrusante@owncs.org
Who • mcrusante@owncs.org - organizer
[REDACTED]

Invitation from Google Calendar:

You are receiving this email at the account mcrusante@owncs.org because you are subscribed for invitation replies on calendar mcrusante@owncs.org.

To stop receiving these emails, please log in to <https://www.google.com/calendar/> and change your notification settings for this calendar.

Forwarding this invitation could allow any recipient to modify your RSVP response. [Learn More](#)

 invite.ics
1K

Response 03h-4

#2



Accepted: Meeting with Senator Joseph Addabbo @ Fri Aug 28, 2015 12:30pm - 1:30pm (mcrusante@owncs.org)

Brian Ferguson <[REDACTED]>
Reply-To: Brian Ferguson <[REDACTED]>
To: mcrusante@owncs.org, [REDACTED]

Mon, Aug 24, 2015 at 2:44 PM

Brian Ferguson has accepted this invitation.

Meeting with Senator Joseph Addabbo

District Office
159-53 102nd Street
Howard Beach, NY 11414
United States
Phone: (718) 738-1111
Fax: (718) 322-5760

When Fri Aug 28, 2015 12:30pm – 1:30pm Eastern Time
Where 159-53 102nd St, Howard Beach, NY 11414, USA (map)
Video call https://plus.google.com/hangouts/_/owncs.org/mcrusante
Calendar mcrusante@owncs.org
Who • mcrusante@owncs.org - organizer
[REDACTED]

Invitation from Google Calendar

You are receiving this email at the account mcrusante@owncs.org because you are subscribed for invitation replies on calendar mcrusante@owncs.org.

To stop receiving these emails, please log in to <https://www.google.com/calendar/> and change your notification settings for this calendar.

Forwarding this invitation could allow any recipient to modify your RSVP response. [Learn More](#).

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Response 03h-5



Confirm Meeting w/ CM Costa

Kokkinos, Niki [REDACTED]
To: "mcrusante@owncs.org" <mcrusante@owncs.org>

Mon, Sep 28, 2015 at 11:29 AM

Hi Mark,

I hope all is well. I'm checking in to confirm tomorrow's meeting at 1 p.m. here at our district office - 31-09 Newtown Avenue, Suite 209.

Thanks!

Niki Kokkinos
District Director
Council Member Costa Constantinides
31-09 Newtown Avenue, Suite 209
Astoria, New York 11102
[REDACTED]

CONFIDENTIALITY NOTICE: This e-mail message is intended only for the person or entity to which it is addressed and may contain CONFIDENTIAL or PRIVILEGED material. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message. If you are the intended recipient but do not wish to receive communications through this medium, please so advise the sender immediately.

Mark Crusante <mcrusante@owncs.org>
To: [REDACTED]

Mon, Sep 28, 2015 at 11:43 AM

Hey Niki,

Yup yup. See you tomorrow!

Best,
Mark

[Quoted text hidden]

Response 03h-6



OWNCS 2 Community Survey

Our World Neighborhood Charter School is applying to State University of New York Charter Schools Institute to open a free public charter school in District 27 that will serve students in Kindergarten through fifth grade. OWN 2 will look to open during the 2017-2018 school year.

We welcome your input as we look to tailor a successful educational model to the needs of students and families in CSD 27. The survey below takes no longer than 5 minutes to complete. Your assistance in completing this questionnaire will help ensure that we utilize your feedback as we move forward developing OWN 2.

1. Address

Name

ZIP/Postal Code

Email Address

2. Child's Date of Birth

3. If your child(ren) were to attend OWN 2, what type of classes would you support? (Select one)

- ☐ Traditional Textbook Based Learning
- ☐ Project Based Curriculum
- ☐ Science Technology Engineering Arts Math Curriculum (STEAM)
- ☐ All of the Above

4. How many school days would you want your child to have at OWN 2? (Select one)

- ☐ 185
- ☐ 190
- ☐ 195
- ☐ 200

5. What is your preference for foreign language? for OWN 2? (Select one)

- ☐ Spanish
- ☐ French
- ☐ Arabic
- ☐ Mandarin

6. What aspects of the school day are most important to you? (Select one)

- ☐ Lunch/Recess
- ☐ Inclusion of enrichment courses in core curriculum
- ☐ Character/Positive Curriculum
- ☐ All of the Above

7. What aspects of an after-school program would you like to see?

- ☐ Homework Help
- ☐ Enrichment Activities

- ☐ Math/English Language Arts Support
- ☐ Sports

8. Would you want OWN 2 to primarily serve K-5 or eventually become a K-8 school?

- ☐ K-5
- ☐ K-8

9. What is most important for your child to succeed in school?

- ☐ Test Preparation
- ☐ Content Knowledge
- ☐ Exposure to Arts and Sports
- ☐ Other (please specify)

10. What education tools are important to use at school?

- ☐ Laptops/iPads
- ☐ Online learning-based curriculum for Math/English (e.g. Kahn Academy)
- ☐ Google Classroom
- ☐ Other (please specify)

**11. In what capacity should a school support English Language Learners (ELLs)?
(Select one)**

- ☐ English as a Second Language Program
- ☐ Specialized Curriculum for ELLs
- ☐ Designated Pull-Out time for ELLs
- ☐ Other (please specify)

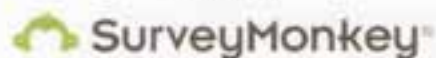
12. For students with disabilities, what is most important to you? (Select one)

- ☐ Special Education Program (Reading Recovery, SETTS, ICT, Speech Pathologist, etc.)
- ☐ Inclusive Classroom Model
- ☐ N/A, students should go to a specialized Special Education school
- ☐ Other (please specify)

13. Should you have any comments, please feel free to write them in the space provided below

Done

Powered by



See how easy it is to [create a survey](#)



LEARN MORE ABOUT THE OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 2!

Our World Neighborhood Charter School is applying to State University of New York Charter Schools Institute to open a free public charter school in District 27 that will serve students in Kindergarten through fifth grade. OWN 2 will look to operate during the 2017-2018 school year.



Follow us on Twitter: OWNCS2



www.facebook.com/owncs2

We want to come to CSD 27!

Visit us online at: www.owncs2.org

OR take our FREE SURVEY:

<https://www.surveymonkey.com/r/owncs>



Keep in touch with us! We welcome your comments via e-mail at MCrusante@owncs2.org. Visit us online at www.owncs2.org for updates!



Community Petition District 27

Our World Neighborhood Charter School is applying to State University of New York Charter Schools Institute to open a free public charter school in District 27 that will serve students in Kindergarten through fifth grade in the first charter term and eventually grow to K-8. OWN 2 will look to open beginning with the 2017-2018 school year. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 27. For more information, please visit www.owncs2.org.

YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of child(ren)'s birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized

About OWNCS

Our World Neighborhood Charter School opened its doors on September 30, 2002 and turned a new page in the history of public education in New York City. The school is an outgrowth of the Astoria Parents Network, a group of parents concerned about overcrowding in the public schools and discouraged by lack of opportunities for meaningful parent involvement in the local schools.



- ★ Special Education Services
- ★ English as a Second Language for all eligible ELL students
- ★ Spanish beginning in Kindergarten
- ★ Assistant Teachers in all K-2 classrooms
- ★ Apple Computers in all classrooms
- ★ Art, Music, Film, Mandarin Chinese, and Physical Education
- ★ Member of the Charter School Athletic Association (CSAA) with Boys and Girls Basketball and Football Teams and Co-ed Soccer Teams.

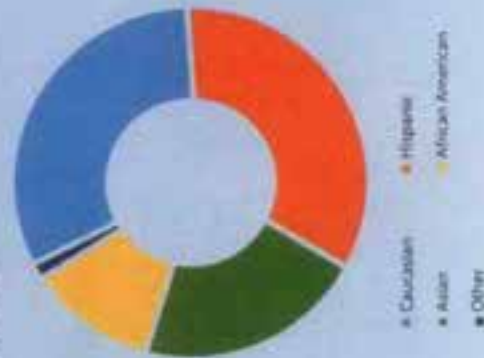
Success & Diversity

2015 NYS ELA and Math Exam Results				
Percent of Students Performance at Levels 3 and 4				
Grade	English Language Arts		Math	
	OWN	District 30	OWN	District 30
3	43.2	34.4	53.1	42.9
4	36.7	32.6	62.4	44.2
5	38.1	34.4	42.7	45.8
6	38.7	33.6	50.7	44.6
7	38.2	33.4	47.4	42.3
8	50.0	38.2	29.7	53.8
Total	41.0	29.3	49.0	44.2



Diversity

With over 705 students enrolled at OWN, the school is the choice for parents in the Astoria community. By ethnicity, OWN students are as diverse as Queens, the most diverse borough of New York City.



A Message from the Executive Director

Dear Friend,

As you know, OWN Charter School is an amazing place for young people to learn. Since the beginning, we have worked tirelessly to meet our goal of providing our diverse student body with a first-class education based on active inquiry, experiential learning, and social justice. We prepare our students to become independent thinkers and lifelong learners. I am so proud of the success and progress we have made so far, and no one is more aware than I how integral the support and encouragement of our OWN community has been in helping us grow and improve each and every year.

I urge you to visit our school, especially during our Open Houses. Here you see our mission and philosophy brought to life. The faculty in both the Elementary and Middle Schools use activities that guide children toward knowledge through imaginative exploration and the mastery of skills.

OWN is proud of all we have accomplished over the past ten years with our students, parents and community. Together, we have established a culture of learning and academic success that we can be proud of.

Best,

Brian Ferguson

Brian Ferguson
Executive Director





Our Vision of Excellence

At OWN Charter School, our students are at the heart of everything that we do. Our exemplary staff, high expectations, highly structured curriculum, and individualized monitoring assist students in achieving ambitious goals.

OWN is committed to providing every student in each grade with daily learning experiences in core curriculum areas. Students also receive instruction in foreign language, the arts, and physical education weekly. OWN administrators and teachers work together to create curricula designed to directly address New York State Learning Standards in all subject areas. Together, the OWN community ensures that students continue to reach their highest potential.

OWN Charter School recognizes that effective instruction requires a positive and orderly environment focused on learning. Schools have an important role to play in supporting parents' efforts to teach basic values to their children. OWN's Code of Civility defines expectations for conduct by focusing on 10 character virtues: respect, responsibility, perseverance, kindness, truth, citizenship, courage, self-discipline, fairness, and friendship.

OWN Charter School as we provide a strong academic foundation and positive social experiences for students that will prepare them for success in life. See how your child will grow and achieve at OWN!

How Can I Help?

Join

We employ over 70 talented and dedicated teachers, administrators, and staff. We would love for you to join our family!

Enroll

Our students are selected through a lottery. Applications are accepted from December through March for the upcoming school year.

Volunteer

Volunteers are always needed! Opportunities are available for individuals and group service projects with our students.

Support

As a charter school, we provide our students with free education. While OWN receives state funding, it does not cover all expenses. We rely on contributions of all sizes to help us improve our programs. All donations are tax deductible.

You can make your donation online at www.owncs.org

Contact Us

Elementary School
36-12 35th Avenue
Astoria, NY 11106
718-392-3405

Middle School
31-20 37th Street
Astoria, NY 11103
718-274-2902



Educating our students to become independent thinkers and life-long learners.

We want to come to CSD 27!

Visit us online at: www.owncs2.org

OR take our FREE SURVEY:

<https://www.surveymonkey.com/t/owncs2>





Queens' Largest Weekly Community Newspaper Group

62-33 Woodhaven Boulevard
P.O. Box 74-7769, Rego Park, NY 11374-7769
(718) 205-8000 • Fax: (718) 205-1957

INVOICE

01/06/16

Q 316995

Advertiser code: OURW

Our World Neighborhood
Charter School
36-12 35th Ave
Astoria, NY 11106

<i>Week of</i>	<i>Description</i>	<i>Amount</i>
<i>Running in Western:</i> 01/07/16	Display Ad - 1/4 Page 7 weeks 1/4 page + 6 week web cube 4-Color Ad	\$ 1,500.00
TOTAL CHARGES —————>		\$ 1,500.00

QUEENS Chronicle

VOL. XXXIX NO. 8

THURSDAY, FEBRUARY 25, 2016



Learn More about Our World Neighborhood Charter School 2!

Our World Neighborhood Charter School is applying to the State University of New York Charter Schools Institute to open a free public charter school in District 27 that will serve students in Kindergarten through Fifth grade! OWN 2 will look to operate during the 2017-2018 school year.

We welcome your feedback! We will be holding Community information Sessions at the Queens Library on the following dates:

February 25, 2016

6:00 p.m.-7:30 p.m.

Queens Library-
Howard Beach
92-06 156 Avenue
Howard Beach, NY 11414
(718) 641-7086

March 14, 2016

6:00 p.m.-7:30 p.m.

Queens Library-
Woodhaven
85-41 Forest Parkway
Woodhaven, NY 11421
(718) 849-1010

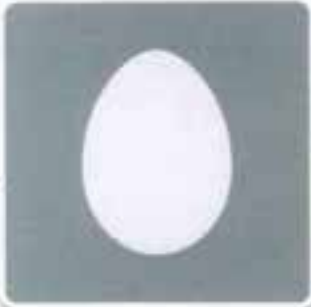
March 26, 2016

10:00 a.m.-12:30 p.m.

Queens Library-
South Ozone Park
128-16 Rockaway Boulevard
South Ozone Park, NY 11420
(718) 529-1660



Learn more about us! Visit www.owncs2.org.
We welcome your feedback on what education design is appropriate for CSD 27. Visit our FREE survey at:
<https://www.surveymonkey.com/r/owncs2>



OWNCS2
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Photos and videos



TWEETS 2 FOLLOWING 5 FOLLOWERS 4

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Tweets Tweets & replies Photos & videos

OWNCS2 @OWNCS2 · Jan 30
We're here at the Charter School Fair stop by and visit us!





Follow

Don't forget to join us tomorrow at Our Charter School Fair at The Variety Boys and Girls club in #queens

C3S PRESENTS

CITYWIDE INDEPENDENT Charter School Fair

COME JOIN US AND GET INFORMATION ABOUT WONDERFUL PUBLIC SCHOOL OPTIONS AVAILABLE IN NYC. MEET AND GREET WITH ADMINISTRATORS AND STAFF.

Saturday, January 30, 2016 | 11 AM - 3 PM

The Variety Boys & Girls Club

30-32 BOSTON BLVD., LONG ISLAND CITY, NY 11106

PARTICIPATE IN VARIOUS ACTIVITIES INCLUDING ARTS & CRAFTS.

OPEN TO ALL PARENTS AND STUDENTS

IF YOU'RE A PARENT WITH QUESTIONS ABOUT THE FAIR OR A SCHOOL ADMINISTRATOR WITH QUESTIONS, PLEASE CONTACT US AT: info@c3snyc.org OR CALL US AT: 718-224-1111

C3S PRESENTS

FREE PARENT TRAINING WORKSHOP

COME FIND OUT HOW TO BEST SUPPORT AND BECOME POLITICALLY ENGAGED WITH YOUR STUDENT'S EDUCATION.

Saturday, January 30, 2016 | 12 PM - 2 PM

THE VARIETY BOYS & GIRLS CLUB

30-32 BOSTON BLVD., LONG ISLAND CITY, NY 11106

THIS WORKSHOP WILL BE HELD DURING OUR CITYWIDE INDEPENDENT CHARTER SCHOOL FAIR.

OPEN TO ALL PARENTS

IF YOU'RE A PARENT WITH QUESTIONS ABOUT THE WORKSHOP, PLEASE CONTACT US AT: info@c3snyc.org OR CALL US AT: 718-224-1111



Our World Neighborhood Charter School

Elementary School
Kindergarten to Grade 5
36-12 35th Avenue
Astoria, NY 11106

Middle School
Grade 6 to Grade 8
31-20 37th Street
Astoria, NY 11103

February 7, 2016

Dear Preschool/Childcare Provider:

Greetings! I am writing to inform you that the Our World Neighborhood Charter School (OWNCS) is planning to create a second OWNCS in Community School District (CSD) 27. I am a member of the Applicant group that will be submitting a charter application to the SUNY Charter School Institute this March for Our World Neighborhood Charter School 2 (OWNCS 2), a proposed K-5 charter school that will ultimately grow to K-8.

OWNCS opened in 2002 and is a high performing K-8 charter school in CSD 30 in the Astoria. The school has received three unconditional renewals of its charter by its authorizer, the State University of New York. Students at OWNCS have consistently outperformed the City, State and CSD 30 on the NYS ELA and math assessments. We offer a student-centered, diverse, academically rigorous academic program with a focus on the whole child. We are attuned to our students' social and emotional development as well as their academic success. Students who have graduated from OWNCS have gone off to high performing public and private high schools. Fourteen years after we first opened, we now count among our alumni college graduates as well. We look to bringing our model to CSD 27 so that children in the community can have access to our supportive school environment.

As a preschool/childcare provider who knows the academic and social-emotional needs of the children you serve, your input and feedback on our proposed charter school is important to use in serving the families who have children in CSD 27. Our anticipated opening if approved is August 2017.

I have enclosed some materials for you and your organization about OWNCS 2. Please to distribute the materials to your current families. I also welcome your families' feedback in addition to your own. We hope that we will receive completed surveys from you your teachers and your parents. This survey can be found by following the link here: <https://www.surveymonkey.com/r/owncs2>

I am enclosing a hard copy of the survey as well. Please feel free to make additional copies as needed. We hope you will share this information with the parents of the children you serve as their voice is important to us as well. These materials should you need more can be found on our website at www.owncs2.org.

We will be hosting an information session at the Queens Library, Howard Beach located at 92-06 156 Avenue at 6:30 p.m. on February 25, 2016. Members of the OWNCS 2 planning team will present our plans for a school in CSD 27. We welcome questions and comments from the public.

Finally, I am making myself personally available to speak to your families with regards to the creation of OWNCS. Please feel free to call me at [REDACTED] or via e-mail at [REDACTED] should you want me to conduct an outreach session.

Sincerely,

A handwritten signature in blue ink, appearing to read "Mark Crusante", followed by a horizontal line.

Mark Crusante
Member, OWNCS2 Application Group

Grades K-5
Grades 6-8

Tel: (718) 392-3405 Fax: (718) 392-2840
Tel: (718) 274-2902 Fax: (718) 274-7146
www.owncs.org

Search Results

Nearby Schools

1-10 of 81

Sort by: [Name](#) | District

- 1

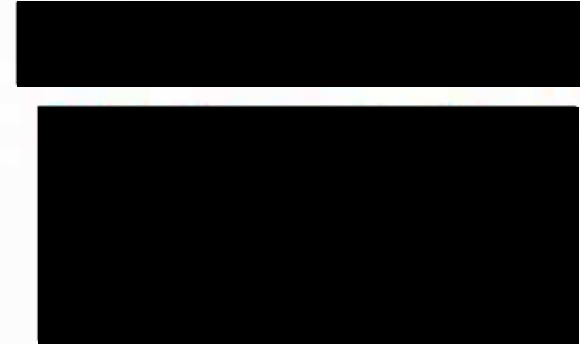
[Aim High Leadership Academy \(QBHY\)](#)
131-44 134th St, Queens, NY 11420
(917) 288-8290
Grades: PK
District: 27
- 2

[Al-Ihsan Academy \(QBML\)](#)
134-02 Rockaway Boulevard, Queens, NY 11420
(718) 322-3154
Grades: PK
District: 27
- 3

[Al-Ihsan Academy 3 \(QBNE\)](#)
130-20 Rockaway Boulevard, Queens, NY 11420
(718) 322-3154
Grades: PK
District: 27
- 4

[All My Children Day Care 6 \(QAOW\)](#)
11716 Sulphur Boulevard, Queens, NY 11424
(718) 322-2030
Grades: PK
District: 27
- 5

[Alpha Kappa Alpha Epsilon Pi Omega
DCC \(QAUW\)](#)
14406 Rockaway Boulevard, Queens, NY 11420
(718) 322-6242
Grades: PK
District: 27



Response 03h-19

Search Results

Nearby Schools

11-20 of 81

Sort by: [Name](#) | District

1

[Blanche Community Progress DCC#2 \(QAVC\)](#)

4402 Beach Channel Drive, Queens, NY 11601
(718) 471-7881
Grades: PK
District: 27

2

[Bnos Bais Yaakov of Far Rockaway \(QBDO\)](#)

613 Beach 9 Street, Queens, NY 11691
(718) 337-6000
Grades: PK
District: 27

3

[Committee for Early Childhood Development Head Start 2 \(QARO\)](#)

11721 Sulphur Boulevard, Queens, NY 11414
(718) 848-0276
Grades: PK
District: 27

4

[Community and Family Head Start \(QAVD\)](#)

4105 Beach Channel Drive, Queens, NY 11601
(718) 471-7970
Grades: PK
District: 27

Search Results

Nearby Schools

21-30 of 81

Sort by: [Name](#) | District

1 [Howard Beach Judea Center \(QAQC\)](#)

16205 90th Street, Queens, NY 11414

(718) 848-1111

Grades: PK

District: 27

2 [JFKidsport \(QAVJ\)](#)

JFK Airport Building 350, Queens, NY 11414

(718) 553-5437

Grades: PK

District: 27

3 [Kwanis First Step \(QAKW\)](#)

8212 151st Avenue, Queens, NY 11414

(718) 848-0300

Grades: PK

District: 27

4 [Little Dolphin \(QAMJ\)](#)

10701 Crossbay Boulevard, Queens, NY 11417

(718) 641-7754

Grades: PK

District: 27

5 [Little Tots Red Wagon \(QAVI\)](#)

20426 Rockaway Point Boulevard, Queens, NY 11697

(718) 945-1484

Grades: PK

District: 27

Search Results

Nearby Schools

31-40 of 81

Sort by: [Name](#) | District

-  **[Omega Psi Phi Fraternity \(QAVO\)](#)**
12310 143rd Street, Queens, NY 11436
(718) 322-9671
Grades: PK
District: 27
-  **[On Our Way Learning Center \(QAVP\)](#)**
254 Beach 19 Street, Queens, NY 11691
(718) 868-2961
Grades: PK
District: 27
-  **[P. S. 62 - Chester Park School \(Q062\)](#)**
97-25 108 STREET, Queens, NY 11419
718-286-4460
Grades: PK, OK, 01, 02, 03, 04, 05, SE
District: 27
-  **[P.S. 043 \(Q043\)](#)**
160 BEACH 29 STREET, Queens, NY 11691
718-327-5860
Grades: PK, OK, 01, 02, 03, 04, 05, 06, 07,
District: 27
-  **[P.S. 045 Clarence Witherspoon \(Q045\)](#)**
126-28 150 STREET, Queens, NY 11436
718-529-1885
Grades: PK, OK, 01, 02, 03, 04, 05, 06, SE
District: 27

Search Results

Nearby Schools

41-50 of 81

Sort by: [Name](#) | District

-  **P.S. 090 Horace Mann (Q090)**
86-50 109 STREET, Queens, NY 11418
718-847-3370
Grades: PK, OK, 01, 02, 03, 04, 05, SE
District: 27
-  **P.S. 096 (Q096)**
130-01 ROCKAWAY BOULEVARD, Queens, NY 11420
718-529-2547
Grades: PK, OK, 01, 02, 03, 04, 05, SE
District: 27
-  **P.S. 097 Forest Park (Q097)**
85-52 85 STREET, Queens, NY 11421
718-849-4870
Grades: PK, OK, 01, 02, 03, 04, 05, SE
District: 27
-  **P.S. 100 Glen Morris (Q100)**
111-11 118 STREET, Queens, NY 11420
718-558-1510
Grades: PK, OK, 01, 02, 03, 04, 05, SE
District: 27
-  **P.S. 104 The Bays Water (Q104)**
26-01 MOTT AVENUE, Queens, NY 11691
718-327-1910
Grades: PK, OK, 01, 02, 03, 04, 05, SE
District: 27

Search Results

Nearby Schools

51-60 of 81

Sort by: [Name](#) | District

1

P.S. 155 (Q155)

130-02 115 AVENUE, Queens, NY 11420

718-529-0767

Grades: PK, OK, 01, 02, 03, 04, 05, SE

District: 27

2

P.S. 183 Dr. Richard R. Green (Q183)

2-45 BEACH 79 STREET, Queens, NY 11693

718-634-9459

Grades: PK, OK, 01, 02, 03, 04, 05, 06, 07,

District: 27

3

P.S. 197 The Ocean School (Q197)

825 HICKSVILLE ROAD, Queens, NY 11691

718-327-1083

Grades: PK, OK, 01, 02, 03, 04, 05, SE

District: 27

4

P.S. 207 Rockwood Park (Q207)

159-15 88 STREET, Queens, NY 11414

718-848-2700

Grades: PK, OK, 01, 02, 03, 04, 05, 06, 07,

District: 27

5

P.S. 223 Lyndon B. Johnson (Q223)

125-20 SUTPHIN BOULEVARD, Queens, NY 11434

718-558-2900

Grades: PK, OK, 01, 02, 03, 04, 05, SE

District: 27

Search Results

Nearby Schools

61-70 of 81

Sort by: [Name](#) | District

1 [Queens Explorers Elementary School](#)
[\(Q316\)](#)

90-07 101ST AVENUE, Queens, NY 11416
(718) 558-7088
Grades: PK, 0K, 01, 02, 03, 04, 05, SE
District: 27

2 [Queens Library UPK - Woodhaven](#)
[\(QBHV\)](#)

85-41 Forest Pkwy, Queens, NY 11421
(718) 849-1069
Grades: PK
District: 27

3 [Quick Start Day Care Center Inc.](#)
[\(QANH\)](#)

126-22 150th Street, Queens, NY 11436
(718) 659-6928
Grades: PK
District: 27

4 [Ralph Hirschkom Child Care Center](#)
[\(QAMT\)](#)

310 Beach 20th Street, Queens, NY 11691
(718) 327-1141
Grades: PK
District: 27

Search Results

Nearby Schools

71-80 of 81

Sort by: [Name](#) | District

1 [Saint John's Lutheran Church \(QAVS\)](#)
8620 114th Street, Queens, NY 11418
(718) 441-3611
Grades: PK
District: 27

2 [Saint Luke's Evangelical Lutheran Church \(QASO\)](#)
87-34 85th Street, Queens, NY 11421
(718) 296-6683
Grades: PK
District: 27

3 [Saint Thomas the Apostle School \(QAGU\)](#)
8749 87th Street, Queens, NY 11421
(718) 847-3904
Grades: PK
District: 27

4 [Sheldon R. Weaver Child Care Center \(QAZI\)](#)
72-05 Beach Channel Dr., Queens, NY 11405
(718) 327-4078
Grades: PK
District: 27

TO THE EDITOR

ic district is to preserve an entire neighborhood, not just a few buildings here or there. If this compromise had been in place when the Landmarks Law was adopted in 1965, neighborhoods throughout New York City would have been destroyed, not saved.

As a civic leader, member of the City Council and now state senator, I have continuously supported the protection of our neighborhoods through numerous strategies including contextual rezoning and landmark designation. This includes, as you pointed out, the Ahles House, as well as the Douglaston Historic District Extension — also calendared during my tenure on the City Council.

It does not surprise me that the current owner of the Ahles House is stating that the building shouldn't be preserved. The Ahles House has great architectural integrity and, more importantly, is historically critical to interpreting the history of Bay-

side due to its status as the last house standing that belonged to the Bell family.

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In addition, to help protect neighborhoods that may not reach the level of landmarking, I just introduced legislation (Senate Bill Nos. S6958 and S7031) to create Architectural Design districts which would allow neigh-



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March 14, 2016

6:00 p.m.-7:30 p.m.

Queens Library-
Woodhaven
85-41 Forest Parkway
Woodhaven, NY 11421
(718) 849-1010

March 26, 2016

10:00 a.m.-12:30 p.m.

Queens Library-
South Ozone Park
128-16 Rockaway Boulevard
South Ozone Park, NY 11420
(718) 529-1660



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We welcome your feedback on what education design is appropriate for CSD 27. Visit our FREE survey at:
<https://www.surveymonkey.com/r/owncs2>

*Wishing Everyone
A Happy and Joyous
Easter!*

**CONGRESSMAN
GREGORY W. MEEKS**

U.S. House of Representatives
5th District - New York



HOWARD BEACH LIBRARY
BULLETIN BOARD

PROGRAMS

MANY AFTERNOONS AT HOWARD BEACH LIBRARY Join us on the following dates:		
January 25, 2008 1:00pm Free admission 	February 15, 2008 3:00pm Free admission 	March 15, 2008 2:00pm Free admission 

Howard Beach Community Library
 1100 117th Avenue
 Howard Beach, NY 11414
 (718) 761-1100

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By **David R. Martin**

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Queens Library at Far Rockaway
1637 Central Avenue
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82-06 164th Avenue
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774-78 Rockaway Beach Boulevard
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2400 College Avenue
Queens Library at Regency
82-07 Rockaway Beach Boulevard

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www.queenslibrary.org

**Learn More about Our World
Neighborhood Charter School 2!**

Our World Neighborhood Charter School is applying to the State University of New York Charter Schools Institute to join a top public charter school in District 2 that will serve students in Rensselaer County from grades K-8th. I will have to provide during the 2011-2012 school year.

**We welcome your feedback. We will be holding
Community Information Sessions at the District Library
on the following dates:**

**Monday, 10/22/12
6:00 p.m. - 7:30 p.m.**
Greene County Woodstock
200 W. Fourth Avenue
Woodstock, NY 12424
(518) 949-1119

**Monday, 10/22/12
6:00 p.m. - 7:30 p.m.**
Greene County South Schoharie
124 N. Schoharie Road
South Schoharie, NY 14220
(716) 525-1600



Learn more about our first world charter school. We welcome your feedback on what educational changes is appropriate for K-8. Visit our **FREE** website at: <http://www.newworldcharter.org>

Queens Library Hotspots

Free Portable Internet Access Available With Your Library Card

Here's how you can get it!

1. Request Hotspot

Visit [http://www.queenslibrary.org/hotspots](#) to request a hotspot. You will need to provide your library card number and a valid email address.
2. Pick Up

Hotspots are available for pickup at the following locations:

 - Queens Library Headquarters
 - Queens Library Branches
 - Queens Library Community Centers
3. Activate

Once you have your hotspot, you will need to activate it. Visit [http://www.queenslibrary.org/hotspots](#) for more information.

Who Qualifies?

Anyone who has a valid library card and a valid email address can request a hotspot. There is no charge for the hotspot, but there is a small fee for the activation and a small fee for the shipping and handling of the device.

@QueensLibrary
 QueensLibrary
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CALENDAR

February 2016

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

Howard Beach Co.

[illegible]



Meeting with COS Sal Simonetti

Donley, Ciaragrace <[REDACTED]>

Tue, Feb 23, 2016 at 11:14 AM

To: "mcrusante@owncs.org" [REDACTED]

Good Morning Mark,

It was so nice speaking with you. I have scheduled for you to meet with Councilman Ulrich's Chief of Staff, Sal Simonetti. The meeting will take place on February 29 at 10am.

93-06 101 Ave.

Ozone Park, NY 11416

718-738-1083

Clara Donley

Deputy Chief of Staff

NYC Council Member Eric A. Ulrich

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Learn More about Our World Neighborhood Charter School 21

Our World Neighborhood Charter School is applying to the State University of New York Charter Schools Institute to open a free public charter school in District 27 that will serve students in Kindergarten through Fifth grade! OWN 21 will look to operate during the 2017-2018 school year.

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6:00 p.m.-7:30 p.m.

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85-41 Forest Parkway
Woodhaven, NY 11421
(718) 849-1010

March 26, 2016

10:00 a.m.-12:30 p.m.

Queens Library-South Ozone Park
128-16 Rockaway Boulevard
South Ozone Park, NY 11420
(718) 529-1660



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Brooklyn, NY 11201
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TO THE EDITOR

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ONLINE

Miss an article or a letter cited by a writer? Want breaking news from all over Queens? Find the latest news, past reports from all over the borough and more at qchero.com.

As for Broadway-Flushing, you do a great disservice to this neighborhood by implying that the opposition to landmarking is equal to those in favor. There are not "many other people" who oppose landmarking, as you erroneously stated, merely a handful of residents who don't believe in landmarking, which is their right. However, a decade ago the neighborhood was required to survey the residents in order to receive National and State Register of Historic Places status. At the time, over 85 percent of the property owners were in favor; today, that number is over 90 percent in favor.

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*Wishing Everyone
A Happy and Joyous
Easter!*

CONGRESSMAN
GREGORY W. MEEKS

U.S. House of Representatives
5th District - New York





Michael Tobman - [REDACTED]

(no subject)

Michael Tobman - [REDACTED]

Fri, Mar 11, 2016 at 8:52 AM

To: "Joseph, Camille" - [REDACTED]

Team Stringer,

Hope this note finds you and yours well. Please give my best around.

I have the pleasure of working with Our World Neighborhood Public Charter School, which is in Astoria, in their efforts to open a new elementary school - OWN2 - in Queens CSD 27.

Serving as Organizing Counsel, I'm happy to assist OWN2 in reaching out to community leaders and public officials throughout Queens. Required by the Charter authorizer to which they are applying, outreach from the hyper-local to borowide and citywide is an authentic, important component of this process.

We are eager to replicate OWN, which was authorized in 2001 and continues to serve children of CSD 30 in Queens. We are excited to bring this model to CSD 27 specifically siting the school within the inland neighborhoods of Woodhaven, South Ozone Park, Ozone Park or Lindenwood/Howard Beach.

The dearth of public charter schools in CSD 27 strongly suggests that there is an opportunity for high-performing public charter schools to bring options to families of elementary age children. Unlike CSD 30 where OWN Charter School operates, and where there is a saturation of charter schools, CSD 27 currently has only three charter schools, all of which are located on the peninsular region of the district. At this time, there are currently no K-5 (or K-8) charter schools operating within the inland CSD 27 where we seek to site OWN Charter School 2.

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Always around to discuss this effort. Thanks again.

Best around.

Michael Tobman





Michael Tobman [REDACTED]

(no subject)

Brannan Justin <[REDACTED]>

Sun, Mar 27, 2016 at 1:14 PM

To: Michael Tobman <[REDACTED]>

Michael,

I apologize for the delayed response.

Thanks for reaching out about this. Always good hearing from you.

The head of our Office of Charter Partnerships tells me they'll be meeting with your folks along with reps from our Office of District Planning so it sounds like you are in good hands.

Regardless, if there is anything I can do to be helpful, just say the word.

Thanks,

Justin Brannan
Deputy Executive Director
Office of Intergovernmental Affairs
Tweed office (212) 374-2157
[REDACTED]
[REDACTED] <mailto:[REDACTED]>

From: Michael Tobman [REDACTED]

Sent: Friday, March 11, 2016 9:38 AM

To: Brannan Justin

Subject:

Justin,

Hope this note finds you and yours well. Please give my best around. And we're long overdue to get together.

I have the pleasure of working with Our World Neighborhood Public Charter School, which is in Astoria, in their efforts to open a new elementary school - OWN2 - in Queens CSD 27.

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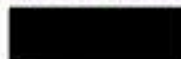
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Speaking personally, & professionally - thank you for this opportunity to discuss OWN and OWN2. The best part of public affairs and organizing is being able to connect like minded colleagues. We have an open door, anytime, for you & yours.

Always around to discuss this effort. Thanks again.

Michael Tobman





Michael Tobman <[REDACTED]>

Taking you up on the generous offer to check in.

Jere Hochman <[REDACTED]>

Fri, Mar 25, 2016 at 1:27 PM

To: Michael Tobman <[REDACTED]>

Michael

Hi

I do recall our talk at the celebration and the visit. I have shared the experience with many people. It is definitely a school on a mission with leaders and staff who are dedicated to the learning of all kids.

Thank you for sending this. I know you are working hard at expanding the efforts and maintaining diversity in the schools. This project appears to be no that path.

If there any insights you have that might be valuable for me to hear, I am always eager to listen.

Sincerely,

Jere

From: Michael Tobman [mailto:[REDACTED]]**Sent:** Sunday, March 13, 2016 7:58 PM**To:** Jere Hochman <[REDACTED]>**Subject:** Taking you up on the generous offer to check in.

Jere - hope this note finds you & yours well, and trying to enjoy this
sometimes

warmer weather. Tough to dress for three seasons in one week!

You'll recall our talk at the Hebrew Language Academy celebration

in Brooklyn, David Lobl introduced us.

Quick note on a different issue, tho' also a Charter.

Taking you up on the generous offer to check in.

I have the pleasure of working with Our World Neighborhood Public Charter School, which is in Astoria

Queens, in their efforts to open a new elementary school - OWN2 - in Queens CSD 27.

Serving as Organizing Counsel, I'm happy to assist OWN2 in reaching out to community leaders and public officials throughout Queens. Required by the Charter authorizer to which they are applying (SUNY), outreach from the hyper-local to borowide and citywide and statewide is an authentic, important component of this process.

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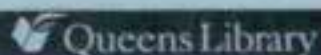
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Speaking personally, & professionally - thank you for this opportunity to discuss OWN and OWN2. The best part of organizing is being able to connect like minded colleagues. We have an open door, anytime, for you & yours. Would love to host a visit.

Always around to discuss this effort. Thanks again. It's important to us to have sent you a note briefing you on this exciting expansion.

Michael Tobman





**OPEN
6
DAYS**
Open 7 days
at Central and
Flushing

Our World Neighborhood Charter School: INFORMATION DAY



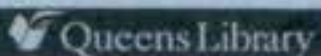
**Saturday, March 26
10:00 a.m.
South Ozone Park**
128-16 Rockaway Boulevard
718-529-1660
Bus: Q7, Q9, Q10



Admission is free. www.queenslibrary.org

Queens Library is an independent, not-for-profit corporation and is not affiliated with any other library system.

12/16/2016



**OPEN
6
DAYS**
Open 7 days
at Central and
Flushing

Our World Neighborhood Charter School: INFORMATION DAY

Representatives from
Our World Neighborhood Charter School
will be available at an information table
to describe the charter school they
hope to establish in District 27.
Parents and caregivers are invited to
stop by to ask questions, share thoughts,
and suggest ideas for a future school.



Saturday, March 26 @ 10:00 a.m. - South Ozone Park



Queens Public Library
128-16 Rockaway Blvd.
South Ozone Park, NY
11420
718-529-1660

Monday: 12pm-8pm
Tuesday: 1pm-6pm
Wednesday: 10am-6pm
Thursday: 12pm-8pm
Friday: 10am-6pm
Saturday: 10am-5pm
Sunday: CLOSED

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 	2 ESOL Classes 10am 	3 Coloring Pages 3pm *Adult Coloring Pages are available	4 Board Games 3pm 	5
6 Closed 	7 Kids Craft Time 4pm Family Movie Night: Bollywood Theme 5pm ALL AGES 	8 	9 ESOL Classes 10am 	10 Coloring Pages 3pm *Adult Coloring Pages are available 	11 Toddler Time 11am Legos 4:30pm 	12
13 Closed Daylight Savings Time Begins 	14 Kids Craft Time 4pm Family Movie Night: Bollywood Theme 5pm ALL AGES 	15 	16 	17 Coloring Pages 3pm *Adult Coloring Pages are available Children's Musical Theater Workshop 4pm St. Patrick's Day 	18 Toddler Time 11am Legos 4:30 pm 	19
20 Closed First Day of Spring 	21 Kids Craft Time 4pm Family Movie Night: Bollywood Theme 5pm ALL AGES 	22 	23 Happy Holi	24 Coloring Pages 3pm *Adult Coloring Pages are available Children's Musical Theater Workshop 4pm Purim	25 Toddler Time 11am Legos 4:30pm Good Friday	26 Our World Neighborhood Charter School Information Day
27 Closed Easter 	28 Kids Craft Time 4pm Family Movie Night: Bollywood Theme 5pm ALL AGES 	29 	30 Milk	31 Coloring Pages 3pm *Adult Coloring Pages are available Children's Musical Theater Workshop 4pm 	STACKS Program 3-6pm 	

SEE ABOVE



Michael Tobman [REDACTED]

thanks again

Michael Tobman <[REDACTED]>

Sun, Mar 20, 2016 at 4:43 PM

To: [REDACTED]

Assemblyman - thanks again for making the time to meet this past Friday morning, I thoroughly enjoyed the talk. Please take seriously the offer to call on me anytime, and for any reason at all.

As we discussed, I have the pleasure of working with Our World Neighborhood Public Charter School, which is in Astoria, in their efforts to open a new elementary school - OWN2 - in Queens CSD 27.

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There is an opportunity for high-performing public charter schools to bring options to families of elementary age children in CSD 27. As you suggested, families in the area would welcome an addition to their public school community.

The diversity reflected in the communities that comprise CSD 27 is important to our model. The OWN Charter School model values diversity and to the greatest degree possible desires to serve communities where there is not only racial/ethnic diversity but economic diversity as well. OWN Charter School grew out of such a community of active parents.

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Always around to discuss this effort. Thanks again.

Michael Tobman





Michael Tobman <[REDACTED]>

OWN2, Queens CSD 27

Michael Tobman <[REDACTED]>

Mon, Mar 28, 2016 at 10:08 AM

To: [REDACTED]

Assemblyman Goldfeder - thanks again for making the time to speak earlier this morning, always enjoy catching up.

As we discussed, *Our World Neighborhood Public Charter School*, which has long been serving diverse families in CSD 30, is looking to open a new school in CSD 27, which is in your district.

The entire OWN family is grateful for your support, and your request for regular updates on OWN2's Charter application. We look forward to regular conversations. Also, as your busy schedule allows after the legislative session, we'd love to welcome you for a visit.

Please always consider OWN, and its many families & supporters, as a resource concerning education policy. We value your interest, and attention.

Michael Tobman
[REDACTED]



Michael Tobman <[REDACTED]>

(no subject)

Lemma, Anthony [REDACTED]

Fri, Mar 11, 2016 at 3:09 PM

To: Michael Tobman <[REDACTED]>

Cc: "Wellspeak, Devin" [REDACTED]

Hi Mike,

Our scheduler, Devin Wellspeak is cc'd on this email.

The Congresswoman's next round of NY office meetings will be scheduled on Wed, 4/6 in our Northeast Queens District Office.

Please let us know if that works for you and the folks from the school. We have a late morning slot open at 11:30am.

My best,

Anthony

Anthony J. Lemma III

District Director

Office of Congresswoman Grace Meng

40-13 159th Street

Flushing, NY 11358

P: [REDACTED]

F: [REDACTED]

Email: [REDACTED]

From: Michael Tobman [mailto:[REDACTED]]

Sent: Thursday, March 10, 2016 1:16 PM

To: Lemma, Anthony

Subject:

Team Meng,

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Always around to discuss this effort. Thanks again.

Best around.

Michael Tobman



4. School Enrollment

In a narrative response, describe the following aspects of the school's enrollment plan:

- The extent to which the proposed charter school's grade configuration aligns with the school district of location and how any misalignment may impact the school;
- Any differences in eligible or minimum age in the same grades between schools;
- The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students;
- Whether the presented education corporation enrollment would require any revisions to currently chartered enrollment (if applicable);
- A statement about any growth that the applicants may seek in a future charter period if the school is renewed; and,
- If the intent is for a proposed school to offer any grades not already offered by a school within the replicating education corporation, please provide the rationale for the enrollment plan.

Complete the student enrollment table provided in the budget template and include a copy of it here.

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 2
2017-18 through 2021-22

CHARTER ENROLLMENT BY GRADE		2017-18	2018-19	2019-20	2020-21	2021-22
GRADES	LEVEL					
Kindergarten	Elementary School	72	72	72	72	72
1st Grade	Elementary School	81	81	81	81	81
2nd Grade	Elementary School	-	81	81	81	81
3rd Grade	Elementary School	-	-	81	81	81
4th Grade	Elementary School	-	-	-	81	81
5th Grade	Elementary School	-	-	-	-	81
6th Grade	Middle School	-	-	-	-	-
7th Grade	Middle School	-	-	-	-	-
8th Grade	Middle School	-	-	-	-	-
9th Grade	High School	-	-	-	-	-
10th Grade	High School	-	-	-	-	-
11th Grade	High School	-	-	-	-	-
12th Grade	High School	-	-	-	-	-
TOTAL		153	234	315	396	477

The enrollment table above provides the planned enrollment of OWN Charter School 2 during the first five year charter term. OWN Charter School 2 will open with Grades K and 1 and enroll 72 children in K and 81 children in Grade 1. Each year thereafter, OWN Charter School 2 will open enrollment for a new class of 72 Grade K students as well for any grades 1-5 that it currently serves in the particular year in order to backfill any open seats up to a maximum of 81 students. The proposed enrollment plan allows for a smaller class size of 24 students for grade in Kindergarten, increasing to 27 students in each classroom in Grades 1-5. There will be three classrooms in each grade level. Grades K-2 will have a general education teacher and a teaching assistant in each classroom. There will be one classroom with an Integrated Collaborative Teaching setting on each grade level, 1st through 5th, as necessitated by student IEPs. This classroom will have a general education teacher and a special education teacher. In Grades 1-5 there will be an additional Special Education teacher per grade level to provide Special Education Teacher Support Services (SETSS) as necessary in the non-ICT classrooms. In order to be consistent with both the public and nonpublic schools in the community, to be eligible to enter Kindergarten at OWN Charter School 2, applicants must turn 5 by December 31 of the year they first enter Kindergarten. As a result of the proposed enrollment plan for OWN Charter School 2, the current charter will not require revisions; however, with the addition of the second charter under the existing Education Corporation, the maximum enrollment across the two schools will be increased by the annual enrollment of OWN Charter School 2 as indicated in the enrollment table above.

While the specific ages of children in each grade in our school may vary based on their possibly being advanced or held back a grade in their previous school setting or during their career at OWN Charter School 2, we expect generally the age ranges for students at OWN Charter School 2 by grade will be the following:

Grade	Age Range
K	4-6
1	5-7
2	6-8
3	7-9
4	8-10
5	9-11

We ultimately want OWN Charter School 2 to become a K-8 school as is the case with OWN Charter School. It is our intention if we are initially approved to be a K-5 school, during the first renewal application we will request expansion to the middle school. If renewed and expansion approved, OWN Charter School 2 would add a 6th grade in the first year of the second charter term and by the 3rd year of that charter term become a K-8 school will a maximum enrollment of 720 students.

OWN Charter School 2 has chosen to open an elementary school and ultimately grow to a middle school for the following important reasons:

- By beginning instruction in kindergarten and 1st grade, we to have the greatest impact on its students' futures by being able to positively impact students' academic development right from the start of their formal schooling.
- The traditional public elementary schools in the inland neighborhoods of CSD 27 have struggled to move their elementary school students to CCSS proficiency.
- The public elementary schools in the inland neighborhoods are operating above capacity and there is a need for additional elementary school seats to alleviate overcrowding in the public schools.
- There are currently no elementary/elementary-middle school charter schools operating in the inland CSD 27 communities. Adding a high quality charter school will offer additional educational choice to parents in these communities.
- The requested initial kindergarten and first grade enrollment of 72 and 81 students, respectively, will enable us to begin with a small, manageable number of students in order to establish a positive school culture. This enrollment target is a very attainable level that provides CSD 27 families a contrast to the larger public elementary schools in the community which as discussed previously have very large student bodies and where 44% of the 16 elementary/elementary-middle public schools in inland CSD 27 had Common Branch classroom size in 2014-15 of between 28 and 30 students.

OWN Charter School 2's plan to begin as a K-5 school and grow to a K-8 school if and when renewed is consistent with the grade configuration of schools, both public and nonpublic, in the inland CSD 27 as is evident from the table on pp. 10-11 of **Response 01(b) Programmatic Impact**. Although most nonpublic schools are configured as preK-8 schools, the public schools range from preK-5, preK-8, K-5 and K-8. We are not concerned with the fact that many schools have their own pre-K programs. We do not believe it is necessarily a fait accompli that parents will keep their child in the school for Kindergarten where they

attended preschool and, thus, negatively impact our ability to attract Kindergarteners and first graders. As is evident from **Response 15abd-Student Demand**, we believe there is sufficient interest from parents who have children who would be eligible to attend our school as Kindergartners and first graders beginning Fall 2017 to meet our planned enrollment. Also as discussed in **15abd-Student Demand**, we expect that as a result of our comprehensive marketing and outreach strategy to publicize the opening of our school and recruit families to submit applications for their children we will have a deep waiting list of students whose parents are eager to secure a seat in our school. After our first year of operations, we expect our marketing, outreach and recruitment strategy will be further leveraged by the positive word of mouth from existing OWN Charter School 2 families regarding their and their child's experience at the school.

We expect we will experience student attrition. Based on the experience of OWN Charter School in the past three years (see Statistical Overview Table which follows), we expect that approximately 5% of students who are eligible to return from one year to the next will leave our school community for different reasons. Families may move away or their parents may decide to take advantage of another educational opportunity. It is our intention to replace any student lost in any grade as soon as possible upon the seat becoming available by reaching out to the next student on the appropriate grade wait list (see **Response 15f-Admissions Policy**).

For existing charter school education corporations seeking authority to operate additional school(s), complete the Statistical Overview – Existing Schools chart included below.

Statistical Overview – Existing Schools

Requested Data	2012-13	2013-14	2014-15
Enrollment¹			
Total Enrollment	700	708	699
Number of Students with Disabilities	54	59	57
Number of English Language Learners	36	42	48
Number of Economically Disadvantaged Students	366	521	498
Retention²			
Total Number of Students Eligible to Return from Previous Year ³	628	621	621
Total Number of Eligible Students Who Returned from Previous Year	608	599	602
Number of Students with Disabilities Eligible to Return from Previous Year ⁴	49	48	46
Number of Students with Disabilities Who Returned from Previous Year	47	41	42
Number of English Language Learners Eligible to Return from Previous Year ⁵	33	40	46
Number of English Language Learners Who Returned from Previous Year	31	37	42
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	292	446	428

Number of Economically Disadvantaged Students Who Returned from Previous Year	275	426	408
Number of Out of School Suspensions (Occurrences)	32	54	38
Number of Out of School Suspensions (Individual Students)	24	32	32
Number of Expulsions	0	0	0

[1] All enrollment data should reflect BEDS day information.

[2] All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

[3] An eligible student is one who has not completed the school's terminal grade, aged out of the program, or been expelled.

[4] All students who received mandated services at some point of enrollment in the school should be included in this count even if no longer receiving services.

[5] Any student identified as an English language learner at any point of enrollment in the school should be included in this count regardless of current English language proficiency status.

5. Curriculum and Instructional Design

(a) Curriculum Selection and Processes

Summarize the school's curriculum, by subject, and the rationale for curriculum decisions including:

- **Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population;**
- **Discussion of how the school's curriculum is aligned to New York State standards;**
- **An explanation of how the curriculum furthers the school's specific mission and unique themes, if applicable;**
- **How teachers will know what to teach and when to teach it including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources; and,**
- **The processes and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all students, alignment to state standards and alignment from grade to grade including who will be responsible for these processes and how teachers will be involved.**

OWN Charter School 2 will benefit from its ability to draw upon the established curriculum resources of OWN Charter School in CSD 30. The OWN Charter School curriculum framework in ELA, math, science and social studies and the scope and sequence, pacing guides, and published texts that are part of the curriculum are aligned with the CCSS for English Language Arts and Literacy and Math, New York State Standards for Social Studies and Science inclusive of CCSS expectations for literacy across these curricular areas as well as the Next Generation Science Standards. The OWN Charter School curriculum was designed using the Understanding by Design (UbD) framework developed by Grant Wiggins and Jay McTighe. This researched based approach is a framework for designing curriculum units, performance assessments, and instruction that lead students to deep understanding of content and expands upon the six facets of understanding: explanation, interpretation, application, perspective, empathy and self-knowledge. The three stages of backwards design involve identifying desired results, determining the assessment evidence, and planning learning experiences and instruction. Use of the UbD framework meets the needs of students by helping to plan for coherent, developmental and in-depth instruction; therefore, supporting high student achievement by allowing for the curriculum to spiral and by centering teacher instruction on the cognitive and developmental needs of students.

While OWN Charter School 2 leaders and teachers will have the OWN Charter School curriculum, it is important to stress that the scope and sequences, curriculum maps and pacing calendars, however, will be flexible documents that will continue to be honed and/or revised during the course of the school year through a collaborative process with teachers under the guidance of the Principal and, when hired, ELA and math instructional coaches with oversight by the central office CEO. Teachers will be invited to collaborate, give opinions and make suggestions as to how to continually refine these curriculum guiding documents based on their experience in the classroom and the information they are gleaned from student assessment data. In all cases, any refinements will be guided by the Common Core Standards, State Standards, Next Generation Science Standards and other subject-specific standards that may be utilized. The Principal's overarching function is to guide and support teachers in their delivery of instruction in the classroom.

It is the Principal's responsibility to ensure the curriculum's integrity to the CCSS, NYS standards, subject specific national standards as applicable and the school's mission. Prior to the start of the opening school year, the central office CEO will provide training to the OWN Charter School 2 Principal on proper implementation of the OWN Charter School curriculum, progress monitoring, monitoring and evaluating

lesson plans using the rubric for lesson plan development. The Principal has the responsibility to work with teachers to adjust the scope and sequence of instruction based on the needs of all students, monitor and review data as it relates to the curriculum, and work with teachers to create and review lesson plans. Lesson plans will be completed by teachers and assessed against the OWN Charter School rubric for lesson plan development. This will occur at least one week prior to instruction to ensure fidelity to the curriculum, adherence to standards, and the implementation of necessary supports and accommodations so that all students can achieve at the highest level of mastery.

It is expected that as the school grows, in addition to drawing on OWN Charter School's existing curriculum and curricular resources, OWN Charter School 2 will take a greater role in creating new curriculum for the grades the school serves as necessary. This process will be guided at all times by the UbD framework. During Stage 1 of the UbD curriculum development process teachers, under the guidance of the Principal, will identify the appropriate CCSS and discipline-related national standards as applicable, enduring understandings, essential questions and skills to be taught during each unit of study. Stages 2 and 3 of the UbD curriculum development process are both on-going and collaborative endeavors. During stage 2, grade-level teams will determine the evidence needed to evaluate a student's mastery of the learning objectives for the unit and/or lesson. Teachers create formal and informal assessments to guide individual lessons and to ensure student success. Through the analysis of data from common formative assessments and standardized tests, such as the NYS assessments, NWEA MAP assessment, i-Ready assessments, grade level teams identify subject-specific strengths and weaknesses for students, both as individuals and as a group, to modify instruction. During stage 3, based on these professional discussions, grade level teachers design and implement instruction and assessment strategies for their specific groups of students. Ongoing revision of subject-specific units occurs throughout stages 2 and 3, ensuring the needs of all students are being met. This collaborative effort continues through the development of scope and sequence with each curriculum. Grade level teachers with guidance from the principal will ensure that the curriculum is both vertically as well as horizontally aligned to the CCSS and any subject specific national standards utilized. Importantly, the Principal will ensure that teachers are cognizant of what is being taught across grade levels so that instruction is balanced across the grade span. This is important particularly in cases when the same concepts are revisited in different grade levels. We want to ensure that the same activities are not used to teach the concept but instead teachers guide the students to reflect back on previous learning and take the exploration of the concept to deeper, more complex levels. Thus, collaboration among all grade level teachers is critical to cross-plan how each grade will cover similar topics in different and increasingly advanced ways.

Regular professional development and training will be provided to teachers on how to collaborate and revise curriculum. The central office CEO will meet with the OWN Charter School 2 Principal to support improvements in teaching and learning utilizing the OWN Charter School model. OWN Charter School has developed effective strategies for teachers to collaborate on curriculum development and instruction at the original school. OWN Charter School 2's teachers will be trained in these collaboration strategies around curriculum development and implementation that have proven to be successful at OWN Charter School. Unit development discussions occur throughout the school year during grade-level meetings. The grade level teams discuss content and method of instruction, continually revising stage 2 and 3 unit plans. During grade level meetings, teachers collaborate to revise methodology and continue to create interdisciplinary learning activities to support student acquisition of CCSS. The planned units are designed to increase the depth of understanding students possess related to specific topics, as well as to increase the skills necessary for them to become productive members of society.

Teachers will have a variety of curriculum guidance resources available to support instructional planning. First and foremost, the OWN Charter School Principal's overarching function is to guide and support teachers in their delivery of instruction in the classroom. The Principal will play an instrumental role in the development of such curricular resources as scope and sequences, curriculum maps and pacing guides that will be available to all instructional staff. As discussed previously, these documents will be living documents that will continue to be refined, as necessary, based on student assessment data, through teacher collaboration guided by the Principal within the construct of CCSS standards and any subject specific national standards as applicable. In addition to the Principal, the School will have designated instructional specialists—Reading Specialists, Special Education teachers and ELL teachers. These instructional specialists also play an important role in providing guidance and assistance to classroom teachers and teaching assistants under the direction of the Principal to ensure the needs of all students are being addressed. Finally, the instructional staff and leaders at both OWN Charter Schools will be able to draw on each other's experience and collaborate together to support instructional planning and implementation of a curricular and instructional program at both schools that supports high student achievement.

The School's curriculum program supports a balance of instructional formats, instructional strategies and instructional content throughout all content subjects: math, ELA, science and social studies through the workshop instructional methodology. In addition to the core subjects, OWN Charter School 2 will have instruction in the Arts, Physical Education/Health and Spanish. It is important to teach all areas of the curriculum, not just those subjects for which there is a high-stakes test. It is our belief that students who receive a balanced curriculum and possess the knowledge, skills, and abilities to transfer and connect ideas and concepts across subjects will be successful as measured by standardized tests as well as other indicators of student success. The school's curriculum decisions are backed by research, expertise, and experience, and have been proven to increase academic achievement across all content areas in a variety of settings, as shown below.

English Language Arts:

The priority to develop strong readers, writers and communicators is reflected by the school allocating between 90 minutes and 2 ¼ hours of daily ELA instruction in Grades K-5 in addition to continued work on these skills as a matter of course throughout the curriculum in alignment with CCSS expectations for literacy across the curriculum. At OWN Charter School 2, ELA instruction is delivered through the Teachers College Readers and Writers Workshop model. In this model, teachers will plan lessons based on their assessments of students' reading and writing abilities. During ELA instruction, the teacher will vary between whole class mini-lessons including shared reading and shared writing, read-alouds, interactive writing, small-group guided reading and writing lessons, and focused independent reading and writing. ELA instruction will have the support of the Reading Specialist, Special Education Teacher and/or the ELL Specialist as needed to differentiate and to meet the needs of all learners.

The Readers and Writers Workshop is aligned with the CCSS, and was developed to ensure students read frequently and for extended periods of time to build their stamina, and comprehend what they between the amount of reading done and reading achievement. A 1988 study concluded that there is a relationship between the amount of reading done and reading achievement and that the amount of time reading was the best predictor of reading achievement, including a child's growth as a reader from the second to the fifth grade.¹ Readers and Writers Workshop provides strategy lessons that are

¹ Anderson, R.C., Wilson, P.T. and Fielding, L.G., *Growth in Reading and How Children Spend their Time Outside of School*. Reading Research Quarterly, 1988, 23, pp. 285-303.

supported with mentor texts that exemplify a specific reading skill or strategy that is modeled in both the Readers and Writers Workshop. Children are able to practice a specific skill or strategy with leveled texts that are appropriate for their abilities. The Teachers College Readers and Writers Workshop units of study are directly aligned with the CCSS. Students will learn to determine importance, draw conclusions, analyze and summarize texts and make inferences. Writing units address narrative writing, realistic fiction, informational writing, poetry, persuasive essays and letter writing. Exemplar texts for each instructional focus will support the reading and writing units. OWN also relies heavily on the EngageNY curriculum modules² for its K-5 elementary ELA program, purposefully integrating these modules into the ELA instructional block.

OWN Charter School 2, while focusing on phonics and phonemic awareness in the early grades, will also introduce students to the joy of reading with authentic literature. OWN Charter School 2 students will understand that the goal of reading is to achieve comprehension, obtain information, build knowledge, gain insights, explore possibilities, and broaden their perspective³ and the concurrent focus on phonics and phonemic awareness will provide them with the tools to do just that. From the earliest grades, composition and writing will be emphasized through Units of Study of Readers and Writers Workshop. Students will learn to identify themes and sub-themes, and learn to think (and express their ideas in both writing and speaking) about what they have read.

OWN Charter School 2's Kindergarten content standards focus heavily on increasing the oral English-language skills and early alphabetic and phonemic awareness skills of children. Phonemic awareness—the ability to hear and manipulate the distinct sounds of the spoken language—forms the basis for a child's ability to decode and spell words. Our ELA program choices described later are research-based curricula that rest its foundation on those components and methods of instruction that research^{4 5} has shown to be most effective for early literacy development. The components identified in the research are screening and continuous assessment, phonemic awareness, alphabetic principle, vocabulary, fluent automatic reading of text, comprehension, and motivating students to read. This is especially important for students from low-income backgrounds who are likely to enter school with limited literacy experiences.

For ELA, OWN Charter School 2 will use Heinemann Units of Study, which is a scientific- and research-based reading program aligned with Common Core standards.

Based on the same solid research, OWN Charter School 2 will supplement the core reading and writing instructional materials it will use with Wilson's *Foundations* and Fountas and Pinnell's *Leveled Literacy Intervention* to specifically address the needs of its at-risk students—struggling readers, SWD and ELLs.

Mathematics

At OWN Charter School 2, the teaching of mathematics carries equal weight to the teaching of reading and writing. In order to compete in almost every aspect of life, OWN Charter School 2's students will have to exhibit confidence and proficiency in mathematical skills. The competencies that arise from mastery of mathematics—aptitude in problem-solving; facility with numbers; clear communication; logic

² www.engageny.org

³ <http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts>

⁴ Snow, C., Burns, M., & Griffin, P. (1998). [*Preventing reading difficulties in young children*](#). Washington, DC: National Academy Press.

⁵ Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.

and reasoning, argument and proof; mental discipline; and strategic and analytical thinking—are skills that deepen one’s ability and effectiveness in areas beyond the math discipline. These are skills and understandings that support the Common Core Standards in mathematics. This strong foundation will also enable our students to apply mathematics to the real-world.

Mastery of basic skills in reading, writing and mathematics is a prerequisite for students to move forward in more advanced treatments of these subjects. In keeping with the belief that OWN Charter School 2 must offer a *balanced* approach to instruction, OWN Charter School 2 believes that facility with basic skills, knowledge of standard algorithms and mastery of mathematical concepts and skills with the help of drill and practice are necessary precursors to OWN Charter School 2’s students’ ability to engage in higher order critical thinking and analytical skills.

Academic language is as central to mathematics as it is to other academic areas and remains a significant source of difficulty for many ELLs who struggle with mathematics. ELLs need rigorous and supported opportunities for academic and linguistic success in elementary mathematics. Structured mathematics scaffolding tasks that challenge students, while simultaneously providing them with the necessary support to achieve the lesson’s specific learning objectives, amplify and enrich the linguistic and content knowledge needed to achieve in elementary mathematics.⁶

OWN Charter School 2 draws heavily on the EngageNY Math modules to deliver math instruction in addition to the Go Math curriculum.

Science

The National Science Teachers Association supports the notion that inquiry-based science must be a basic in the curriculum of every elementary school student. Numerous reports have highlighted the importance that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world. Science and teaching students about science means more than scientific knowledge. There are three important aspects of science. The first of these is the content of science, the basic concepts, and our scientific knowledge. The second is the processes of doing science, and the third is scientific ways of thinking. Science is about asking questions and finding answers to questions---these are the same skills we want our students to use in their daily lives. OWN Charter School 2’s science program is based upon these principles. Our students will explore Life Science, Physical Science, Earth Science and the Human Body.

OWN Charter School 2’s science curriculum provides students with the essential skills and knowledge that they will need to undertake advanced science coursework in middle school, high school, and beyond. OWN Charter School 2 will provide the foundational skills and knowledge its students need to ultimately become scientifically literate citizens of the 21st century. OWN Charter School 2’s curriculum allows students to build connections that link science to technology and societal impacts. Science, technology and societal issues are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges.

OWN Charter School 2’s science curriculum will be delivered through a combination of FOSS Kits, Delta Science Modules and OWN Charter School teacher-developed curriculum. The FOSS program is aligned with the National Science Education Standards, Next Generation Science Standards and to New York

⁶ WestEd. (2008). EL expertise: Not just for specialists anymore. The R&D Alert, 10(1), 3-5. Retrieved from http://www.wested.org/online_pubs/RD-08-02.pdf

State science standards. It is cited as exemplary in publications by prominent science education organizations, including the National Science Resources Center⁷, Science for All Children⁸; and the National Science Teachers Association.⁹ It is also aligned with the school's workshop model of instruction as the pedagogies utilized in the FOSS program include inquiry, hands on active learning, multi-sensory methods, student to student interaction and discourse and reflective thinking. The discourse requires students to put their ideas and experience into words and supports the school's focus on literacy and language development. Importantly, the discourse and reflection process requires students to process the information, verify it for themselves and then validate what is known. This is the essence of science—thinking about what the experience with materials tells you about the world. Delta Science Modules provide teachers with additional resources to expand student exploration by tailoring the science program to meet students' needs as well as the curricular standards. The modules are used in conjunction with the Foss program kits and the OWN Charter School teacher-developed curriculum.

Finally, leveled library books round out the instructional materials for science. Each classroom will have a science library. Since language development and literacy are infused as an essential element of all core subject instruction, science instruction also incorporates topic-appropriate leveled readers that are read to or read by students. Journaling again is an important part of science. Students keep science journals in which they document experiments, record observations, keep records, describe processes and activities, take notes from texts, oral presentations, media and interviews. Leveled readers and journaling serve to not only reinforce science concepts, but provide additional opportunities for students to focus on their listening, speaking, reading and writing skills.

Our approach to science will be effective with our ELL population. Research on science instruction with ELLs focuses on inquiry-based science instruction to promote science learning and English proficiency simultaneously.¹⁰ An inquiry-based approach leads students to construct an understanding of science concepts through investigations and analyses, using laboratory equipment, readings, and interactive technology. Research demonstrates significant gains in student achievement on standardized science tests (and associated gains in math and literacy) in school districts that use an inquiry-based approach like Foss^{11 12}.

Social Studies

OWN Charter School 2 will use a combination of instructional materials from the Teacher Curriculum Institute (www.teachtci.com)--a theory and research-based social studies curriculum, OWN Charter School teacher-developed curriculum and leveled library books to deliver its K-5 Social Studies curriculum. Teacher Curriculum Institute's (TCI) curricular approach to social studies is aligned with

⁷ National Science Resources Center (NSRC) (1996). Resources for Teaching Elementary School Science. Retrieved from <http://books.nap.edu/openbook.php?isbn=0309052939&page=9>

⁸ National Science Resources Center (NSRC) (1997). Science for All Children: A Guide to Improving Elementary Science Education in Your School District.

⁹ National Science Teachers Association. (NSTA) (1996). Pathways to the science standards: High school edition, eds. J. Texley and A. Wild. Arlington, VA: Author.

¹⁰ Amaral, O.M., Garrison, L., and Klentschy, M. (2002). Helping English learners increase achievement through inquiry-based science instruction. Bilingual Research Journal 26 (2): 213–239.

¹¹ Valdes, G. (2001). Learning and not learning English: Latino students in American schools. New York: Teachers College Press.

¹² Amaral, O.M., Garrison, L., and Klentschy, M. (2002). Helping English learners increase achievement through inquiry-based science instruction. Bilingual Research Journal 26 (2): 213–239.

OWN Charter School 2s instructional approach. The material and the TCI approach is aligned with our workshop model and its underlying strategies to engage multiple intelligences (the curriculum incorporates six types of activities—visual discovery, social skills builder, experiential exercise, writing for understanding, response groups, problem solving group work). It utilizes structured reading materials to enable all learners to understand what they read and apply what they have learned. At the end of each lesson, there is a process assignment further involving multiple intelligences and higher-order thinking skills by challenging students to synthesize what they have learned and apply the information to a variety of creative ways. Finally, the curriculum includes TCI designed assessments that encourage students' use of various intelligences to demonstrate their understanding of key concepts. Teachers can utilize this assessment data to inform their instruction.

OWN Charter School teachers over the course of the last several years have also developed their own activities to address social studies standards. These teacher-designed curriculum have been used in conjunction with the TCI materials to deliver OWN Charter School's comprehensive social studies curriculum which be adopted by OWN Charter School 2. The curriculum allows students to develop and fine-tune their historical thinking, geographical thinking, chronological thinking and understanding of historical perspective and the difference between fact and opinion.

OWN Charter School's social studies curriculum has geography as a prominent component and uses geography as a focal point to the greatest degree possible. Geography was chosen by OWN Charter School out of recognition of the fact that American students are woefully unprepared in geography (the disturbing stories about high school students unable to locate Iraq on a map come to mind). In addition because of the ethnically diverse population the school serves, geography served as a logical point of departure for the social studies curriculum. In addition, the focus on geography lends itself to integration with other subjects like math (spatial awareness) and many aspects of science (physical science, economics, cultural geography) which are all explored in the social studies curriculum across grade levels.

OWN Charter School's unique *Pillars* curriculum addresses the social studies standards for civics and citizenship. Too often the exploration of civics and citizenship is relegated to learning vocabulary, but at OWN Charter School 2 students *experience* the concepts of civics and citizenship beginning with morning meeting and throughout the day as a focal point for lessons and activities.

Finally, leveled library books round out the instructional materials for social studies. Each classroom will have a social studies library. Since language development and literacy are infused as an essential element of all core subject instruction, social studies instruction also incorporates topic-appropriate leveled readers that are read to or read by students. Social Studies also incorporates daily journal writing. These journals provide students with additional opportunities to develop their writing and reading skills which are needed for document-based questions. Through journaling, students learn how to use different kinds of language (for instance informative language, persuasive language), how to differentiate between fact and opinion and develop their nonfiction writing skills. Leveled books and daily journaling serve to not only reinforce social studies issues and concepts, but provide additional opportunities for students to focus on their listening, speaking, reading and writing skills.

(b) Assessment System

Describe the diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:

- **Describe each assessment's purpose, design, format, and rationale for its selection;**

- Describe key considerations in the selection or creation of any assessments not yet identified;
- Describe how the school will collect and analyze assessment results;
- Explain how the school will ensure assessment results are valid and reliable;
- Describe who will be responsible for administering assessments and collecting and analyzing the results;
- Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments;
- Explain how the following stakeholders will have access to and be able to use assessment results:
 - Teachers;
 - School leaders;
 - The education corporation's board of trustees; and,
 - Students and parents;

Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency and nature of the feedback.

The following table provides the assessment protocol for OWN Charter School 2. The table describes each assessment, its purpose, the grades to which it is administered and the timing of the administration.

Assessment/(Grade)	Purpose	When Administered
NYS ELA/(3-5)	Identify students' ability to meet or exceed grade level standards in reading, reading comprehension and writing.	April*
NYS Math/(3-5)	Identify students' ability to meet or exceed grade level standards in mathematical computation, mathematical reasoning and problem-solving	April*
NYS Science/(4)	Identify students' ability to meet or exceed grade level standards in science content and use of scientific tools	April/May*
NYS Alternate Assessment/(K-5)	Identify SWD's ability to meet or exceed grade level standards in all areas, if required by their IEPs	January-March
Home Language Information Survey (HLIS)/(K-5)	Identify those students who may be eligible for ESL programs as identified by home language	Upon enrollment
NYS Identification Test for ELLs (NYSITELL)/(K-5)	To measure language proficiency in English; to determine entitlement to ESL/Bilingual programs for students whose home language is other than English.	Once in Sept. if required by the HLIS
NYSESLAT/(K-5)	To measure student progress in developing English language proficiency & determine if an ELL's proficiency has been met to be removed from ESL services	May
NWEA MAP (Reading and Math)/(K-5)	NWEA MAP will be used for two purposes: (1) benchmarking to determine progress of students towards benchmarks and to modify instruction to address identified	Beginning in September, three times per year

	gaps and (2) to monitor year-to-year growth.	
Running Records (K-5)	An assessment tool used by teachers to evaluate students' reading and comprehension. They are used to help find students' reading levels, check their fluency and find weaknesses in comprehension.	Every 4 to 6 weeks
Phonemic Awareness Assessment (Teacher Generated)/(K-2)	To assess the phonics and phonics-related skills which have a high rate of application in beginning to read. Results are used to plan instruction for students and to develop instructional groups.	Every 4-6 weeks
On Demand Writing/(K-5)	To assess a student's ability to write an authentic piece of writing in one setting.	Every 4-6 weeks.
Teacher Generated Assessments /(K-5)	Teacher-developed assessments (tests, quizzes, homework or other graded and ungraded assignments) administered to assess students' mastery of material covered in class at a given point within a unit of study.	The administration is determined by the teacher.
Curricular End of Unit Assessments /(K-5)	Commercial or teacher-developed summative assessments covering material from an entire unit of study. Gauges to what extent students have achieved specific standards.	At the end of each unit. The timing of the administration of the assessment is dependent upon the length of the units.
Quarterly Benchmark Assessments/(K-5)	Benchmark tests in Math, Science and Social Studies which provide an assessment of students' progress towards attainment of standards that were taught during the previous quarter.	At the end of each quarter.
Portfolios/(K-5)	To showcase student work, reflect and document growth and achievement over time.	Ongoing

*NYS assessments will be administered each year on the dates set forth by the New York State Education Department.

To ensure that all students are meeting state performance standards and performing at or above grade level, OWN Charter School 2 will have a comprehensive assessment and evaluation program in place to identify potential problems early on in the child's academic career. OWN Charter School 2's data-driven environment provides the foundation for instructional leaders and teachers to be able to ensure student work, resulting from high-quality instruction and the deliberate use of data to inform practices, indicate student preparation for success on state assessments. To ensure student work products resulting from instruction indicate student preparation for success on state assessments, it will be critical to implement an assessment system that will track the learning of CCSS benchmarks, performance indicators and key ideas in the months and years leading up to the New York State examinations. The careful analysis of

assessment data by teachers and administrators, facilitated through progress monitoring, allows for continually assessing students' attainment of the standards throughout the course of the school year and assessment of student performance at the end of the school year. This means OWN Charter School 2's teachers and administrators can continually measure the "effect" of their educational program on students and monitor student progress towards meeting performance expectations on the state assessments. A student who is not meeting performance objectives will become the focus of the Student Intervention Team which will meet to identify any issues that may be contributing to the problem, and the student's need for academic intervention and additional support services.

OWN Charter School 2 has chosen to use the same assessment protocol as OWN Charter School. The assessments were chosen based on their validity, reliability and alignment with both CCSS and our expectations to provide our students with a strong academic foundation in the core curriculum. One goal of the assessment and evaluation program will be to support each student with the knowledge and skills necessary to pass each of the mandatory New York State examinations listed above including, for those receiving ESL services, to test out with the NYSESLAT. A second goal of the assessment and evaluation program will be to identify areas of strength and weaknesses for all students for the purpose of individualized goal planning so that student needs are addressed and that each student can reach his or her full potential. A third goal of the assessment and evaluation program will be to inform curricular and instructional modifications that must be made in order to address any gaps evident from the data.

The NWEA, Running Records and the New York State mandated assessments are all research-based and reliable and valid measures of student performance and achievement. The results of the standardized tests will be enhanced with the use of unit assessments, including teacher-generated ones and those based on specific curricula and texts that will be utilized by the school in each subject area.

In addition to the rationale for each assessment provided in the assessment table above, the following describes further reasons behind the following assessment choices.

NWEA-MAP

NWEA MAP was chosen because it is a nationally-normed and CCSS-aligned assessment. Teachers and administrators can use the information from this interim assessment to inform instruction as well as measure the success of the school. NWEA MAP compares and predicts student achievement and growth over time via its normative and growth information. NWEA MAP is a computer-adaptive assessment that adapts to each student's learning level. Results are available quickly and teachers will have access to the assessment data and essential information about what each student knows and is ready to learn within 24 hours of administration. NWEA MAP provides teachers with real-time valid and reliable data to inform instruction.

Running Records

Running Records is a formative assessment that provides teachers with current diagnostic information that informs their grouping of students in the guided instruction portion of the workshop model, allowing for further support, reinforcement and practice of skills with students when needed. Through this assessment, an analysis of the reading cue systems is analyzed. This analysis will enable the teacher to support the reading cue systems that are and are not being utilized. Fluency is also measured in this assessment. Teachers can develop a plan of action for each student following each 4-6-week assessment, which will drive the instructional program. Furthermore, students will have target F&P scores for each assessment cycle that indicate whether they are on grade level and on track to meeting the school's end of year goal and will provide a summary of their ongoing growth and progress.

Teacher Generated and Curricular Unit Assessments

Teacher-generated and Curricular Unit assessments will include both formative and summative assessments. Day-to-day formative assessments are a critical component of the school's use of data to drive instruction. Formative assessments deliver information during the instructional process before the summative assessment. Both teachers and students use formative assessment results to make decisions about what actions to take to promote further learning. Formative assessment, or assessment *for* learning, supports learning in two ways:

- Teachers can adapt instruction on the basis of evidence, making changes and improvements that will yield benefits to student learning.
- Students can use evidence of their current progress to actively manage and adjust their own learning.¹³

Formative assessment offers a number of distinct benefits:

- The timeliness of results enables teachers to adjust instruction quickly, while learning is in progress;
- The students who are assessed are the ones who benefit and improve their own learning.
- The students can use the results to adjust and improve their own learning.

Teachers will observe students' academic performance informally and discuss students' work with them as often as possible to gain insight into the depth of the student's mastery of curricular knowledge and skills. Re-teaching will be accomplished in the classroom setting as well as during the academic intervention period. Assessments at OWN Charter School 2 will employ a variety of formats to allow students to demonstrate what they have learned. Key considerations in developing these assessments are shown below.

1. Purpose and Outcomes of the Assessment—the outcome of the assessment is clearly and explicitly defined, such as in the number of instruments to be constructed, for which content areas, grade levels, and types of assessment items to be used.
2. Reliability and Validity—the development of the test and the use of test results will be purposeful from beginning to end. Care has been taken at each step to do quality work, including a meaningful review, and to document the processes used and the student work products produced.
3. Rubric and Scoring Guide—all items that require hand scoring are supported by an appropriate rubric and/or scoring guide. The rubric and/or scoring guide will be used when scoring the item.
4. Assessing at-risk students—the needs of students with disabilities and English language learners are carefully considered at the outset of the assessment. Issues such as which assessment accommodations to use, and the potential need to create alternative versions of the assessment with different means of assessing these students are considered.

OWN Charter School 2 administrators and teachers will be collecting data on a daily basis. Data includes, but is not limited to, student attendance data, demographic data, multiple forms of student assessment data, and student enrollment data. The School will utilize Power Schools, a student information management system that not only houses the data but provide users (particularly

¹³Arter, Judith, Chappius, Jan, Chappius, Steve, Stiggins, Rick, "Classroom Assessment for Student Learning, Doing it Right-Using it Well," Educational Testing Services, 2006

administrators and teachers) with the capability to view, analyze and report on a real time basis regarding the performance of (1) individual students, (2) classrooms of students and (3) all students in the school in order to tailor instruction to individual, disaggregated or aggregate student needs. In addition, it will allow administrators and teachers to track students' growth and mastery on content standards and make classroom or schoolwide curricular and/or instructional modifications as needed. The central office CEO (and when hired the central office Director of Curriculum, Instruction and Assessment) will support the OWN Charter School 2 Principal in using this data to determine teacher effectiveness as well as gaps and weaknesses in the curriculum and instruction, and to drive necessary programmatic modifications.

Through its use Understanding by Design model, OWN Charter School 2 ensures the validity of its formative assessments by employing a process that results in assessments that explicitly reflect and measure course objectives. The assessments concretely represent the standards, providing a target upon which teachers can focus their instruction and students can focus their studies. The starting point is clearly stated course objectives, matched to the CCSS and to the grade and skill levels. After course objectives are finalized, assessment items are written to capture the depth and breadth of each objective. Instructional activities are built directly from the objectives and related assessment items, ensuring coherent alignment of objectives, instruction, and assessment. This approach (See Figure below) reflects current best practices in the evaluation of academic progress and the commitment to producing valid and reliable tests. Teachers can effectively prepare their students for the accountability assessments and provide evidence relating to their validity and reliability.

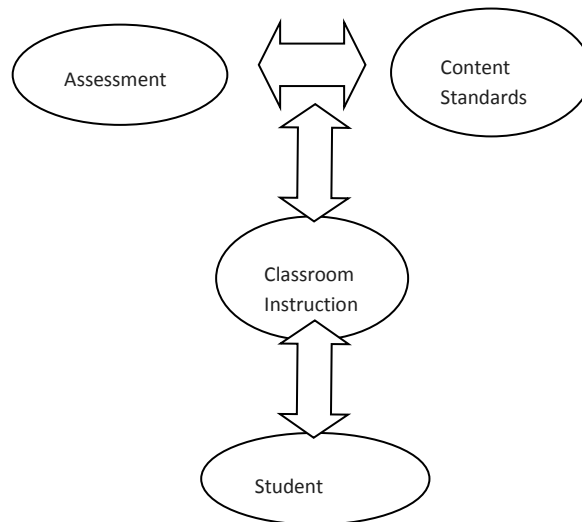


Figure: Effective assessments linked to standards (based on Webb, 1997).

The OWN Charter School 2 Principal will have the primary responsibility for oversight of the administration of the assessment system and the collection and analysis of the results. Teachers will be responsible for administering assessments. All teachers will work together under the direction of the Principal and instructional coaches to ensure that assessments for each student are comprehensive and accurately direct the system of progress monitoring whereby student data is formally reviewed every 6-8 weeks and a plan of action is collaboratively developed for students who do not meet benchmarks.

Instructional leaders and teachers will analyze student data on multiple levels and from multiple sources. Data will be analyzed in the aggregate, by accountability subgroup and at the student level for

both criterion achievement (are students reaching grade level standards) and growth. Data analysis begins at the beginning of school with an analysis of prior scores (along with HLIS and NYSTITELL data) including on the NYS exams (if applicable), the NWEA MAP Reading and Math exam and end of year Running Records. This data is integrated with beginning-of-the-year assessments to develop transition plans for incoming students and a baseline for growth analysis. It will also be used to place students in intervention instructional programs for core academic areas, if necessary. Additionally, it will be used to develop a school-wide academic needs evaluation so that particular needs can be identified and addressed through instructional planning. The OWN Charter School 2 Principal, instructional coaches (when hired) and teachers will use ongoing assessments to evaluate progress on student plans and the school-wide needs plan. It is important to note that student growth will be an important metric for all students, not just those below grade level, so the school leadership can ensure adequate growth for all students. The OWN Charter School 2 Principal will report the academic progress of cohorts of students on an aggregate and disaggregated basis. The Principal will examine results at the end of each year and compare them against the previous year and against statewide and school district data to see where we stand comparatively and to identify trends, achievements, and areas that need to be addressed.

As described above, the use of assessment results is the key to the success of the students, teachers, and school. In order for students to learn and be successful we must track their progress to ensure all students are meeting CCSS. As discussed previously, assessment at OWN Charter School 2 will begin with an analysis of incoming students previous assessment scores. In September, all new students to OWN Charter School 2 will be assessed on the NWEA MAP reading and math. Once these assessments have been administered, as well as any initial diagnostics and teacher created tests, the data can be used to confirm baseline starting points and deficiencies and set goals and to facilitate conversations with students and their parents about each student's academic achievement goals. The Principal also will communicate the starting points and goals for the school, each class and teacher, and (in some cases) small similar performing groups within the school. So that the data is meaningful, all grade level and subject teachers will work from the curriculum ensuring that their lessons are aligned with the curriculum and their generated assessments are aligned with the curriculum and CCSS.

Throughout the year, teachers will use data from their diagnostic assessments and other formative assessments referenced in the prior section during scheduled meetings with the Principal and during individual and common planning time and schoolwide PD sessions to examine item analysis, individual and class level data in conjunction with curriculum to adjust lesson plans, and schedules for additional instructional time where needed. The Principal, instructional coaches and teachers will use the data to formulate academic intervention services. Teachers will use the diagnostic assessment data, year to year NWEA MAP Reading and Math data and NYS assessment data to set and measure individual student growth goals. Progress Monitoring will take place every four to six weeks and will facilitate and support the consistent and precise use of data by administrators and faculty in order to monitor the progress of students on an individual, aggregate and disaggregated basis and make informed adjustments and/or changes to curriculum, instruction and professional development priorities.

Teachers will communicate with students concerning the outcomes of any assessment. Further, teachers will meet individually with students to review their individual student growth plans in developmentally appropriate ways. Students will be provided with ongoing updates as to the status of their goals. Students need to be engaged in their own learning, and this process will allow students to use this information to chart their own growth with a full understanding of what they need to accomplish to move forward. Parents will be expected to support their children's growth goals at home by integrating what the student needs to accomplish into the daily activities when not at school.

Teachers and other appropriate school staff, such as the school's Social Worker, will help parents in their understanding of how to support their children's growth goals in the home.

The annual Accountability Plan Progress Report results from a process in which the OWN Charter School 2 Principal, instructional coaches and instructional staff, with support from the Central Office CEO, will assess student academic performance data against the performance indicators in the Accountability Plan. Through a collaborative process, the principal, teachers and central staff discuss findings throughout the academic year. Should OWN Charter School 2 fall short of its goals, the staff will engage in a reflective process. In the Progress Report, the Principal, or designee, working with central office staff, will summarize the data, and performance indicators and will discuss what changes will be implemented in curriculum, instruction and PD to ensure that student achievement improves. If OWN Charter School 2 met its goals, the progress report will include a discussion of how we will enhance curriculum, instruction and PD to ensure continued student progress and achievement. The Accountability Plan progress report will be sent to the Charter Schools Institute and NYSED and will be shared publicly on the school's website.

Throughout the year, student performance data will be shared with the Education Corporation Board through a report of performance indicators that aligns specific data with expected goals. An analysis of this data will allow the Board to objectively assess OWN Charter School's progress towards Accountability Plan goals and make informed decisions regarding changes to the program, structure and resource allocation. No since sometimes that data is not available and the board doesn't meet in July but in late August which maybe before data analysis is done Board meeting of the new school year, the Board Education Committee, Principal, instructional coaches and central office CEO and Director of Curriculum, Instruction and Assessment will work together to develop a reporting format that will include all ESSA, demographic and outcome data. The reporting format will be presented to the Board for approval. The Principal and central office CEO and Director of Curriculum, Instruction and Assessment will be responsible for reporting to the Education Committee on at least a bi-monthly basis and to the Board on at least a quarterly basis.

OWN Charter School 2 will facilitate open communication with parents regarding their child's assessment results. During orientation, parents will be informed about the school's reporting system so they can support their children. Weekly communication will be sent home with the child in the form of reports, results from assessments, and newsletters or be available on classroom portals on the school's website. Report cards will be distributed to parents at the end of each quarter at parent teacher conferences. Parents can also request progress reports during the marking period. OWN Charter School 2 will work with the Parent Organization (PO) holding trainings and group activities on assessment results and its implications. Teachers will meet individually with students and parents to review their student growth plans and provide progress updates based on assessment data. Teachers and other support staff will share strategies to help parents support their children's growth goals at home.

(c) Instructional Methods

Describe the pedagogical approach the school will use to implement its curriculum including:

- **The instructional methods or techniques to be employed in the proposed school including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.;**
- **Research or existing models that support the use of these instructional methods, especially considering the school's target population; and,**

- **How these instructional methods will achieve the school's mission and support implementation of any unique elements of the school's design.**

We will use the Gradual Release of Responsibility model, known familiarly (including at OWN Charter School) as the Workshop Model (and hereinafter referred to as the Workshop Model) as our overarching instructional model and Columbia University's Teachers College Readers and Writers Workshop (RWW), a balanced literacy approach, as the model for ELA instruction. They support both Bloom's Taxonomy by challenging students to engage in analyzing, evaluating and creating as well as Wiggins and McTighe's *Understanding by Design* where the underlying premise of instruction is *teaching for understanding*. The Workshop Model and RWW shift the cognitive load slowly and purposefully so students gradually assume increasing responsibility for their learning and become competent, independent learners.¹⁴ The Workshop Model and RWW are aligned with our philosophy that there is a strong interrelation between content knowledge and higher order thinking. When students actively participate in their own learning through discussion and collaboration, they engage more fully in higher order skills. The peer learning aspect of these methodologies is highly effective in working with classrooms of heterogeneous students, including students with disabilities (SWD)¹⁵, English Language Learners (ELLs)¹⁶ and Title I students as well as accelerated learners. At OWN Charter School 2, pedagogical strategies of RWW are incorporated into all core subjects given our emphasis to incorporate literacy among all core courses aligned with CCSS expectations. The Workshop Model and RWW provide the opportunity for teachers to differentiate instruction by using comprehensive and ongoing assessment data (both formal and informal) to identify students' needs, tailor instruction and determine flexible small group composition. These strategies will be used in all content areas.

Both the Workshop Model and RWW require that the teacher, by design, transition from assuming "all the responsibility for performing a task . . . to a situation in which the students assume all of the responsibility."¹⁷ Stated another way, they "emphasize instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise."¹⁸ The Workshop Model has been documented as an effective approach for improving writing achievement¹⁹, reading comprehension²⁰, and literacy outcomes for ELLs²¹. Graphically, the Workshop Model can be illustrated below:

¹⁴ Graves, M. F., & Fitzgerald, J. (2003). Scaffolding reading experiences for multilingual classrooms. In G. G. García (Ed.), *English learners: Reaching the highest level of English literacy* (pp. 96–124). Newark, DE: Int'l Reading Assn.

¹⁵ Stevens, R. J., & Slavin, R. E. (1995). Effectiveness of a cooperative learning approach in reading and writing on academically handicapped and non-handicapped students. *Elementary School Journal*, 95, 241–262.

¹⁶ Kong, A., & Pearson, P. D. (2003). The road to participation: The construction of a literacy practice in a learning community of linguistically diverse learners. *Research in the Teaching of English*, 38, 85–124.

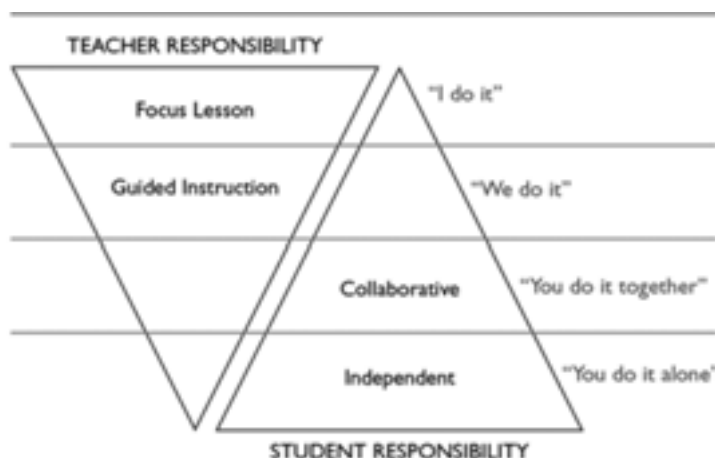
¹⁷ Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In *What research has to say about reading instruction* A. E. Farstrup & S. J. Samuels, 205–242. Newark, DE: International Reading Association.

¹⁸ Buehl, D. (2005). Scaffolding. *Reading Room*. Retrieved 11/11/06 from www.weac.org/News/2005/06/sept05/readingroomoct05.htm_.

¹⁹ Frey, N., & Fisher, D. (2006). *Language arts workshop: Purposeful reading and writing instruction*. Upper Saddle River, NJ: Merrill Education.

²⁰ Lloyd, S. L. (2004). Using comprehension strategies as a springboard for student talk. *Journal of Adolescent and Adult Literacy*, 48, 114–124.

²¹ Kong, A., & Pearson, P. D. (2003). The road to participation: The construction of a literacy practice in a learning community of linguistically diverse learners. *Research in the Teaching of English*, 38, 85–124.



The following describes the four interrelated components of the Workshop Model and RWW:

- *Focus Lessons* – “*I do it*”. This component allows teachers to model their own meta-cognitive processes as active learners. Modeled strategies focus on increasing understanding of content-area material. Focus lessons establish purposes of the task and clue students into important learning objectives.
- *Guided Instruction* – “*We do it*”. During guided instruction, teachers prompt, question, facilitate, or lead students through tasks that increase understanding of a particular concept or idea.
- *Collaborative Learning* – “*You do it together*”. During the collaborative learning component of the workshop model, students consolidate their understanding of the content, concept or idea and explore opportunities to problem solve, discuss, negotiate, and think with their peers. This phase of instruction is a critical part of the instructional routine. When collaborative learning is done right, it is during this phase of instruction that students consolidate their thinking and understanding. Negotiating with peers, discussing ideas and information, or engaging in inquiry with others causes students to use what they learned during focus lessons and guided instruction. Collaborative learning should be a time for students to apply information in novel situations or to engage in a spiral review of previous knowledge. A discussion follows and each student is asked to summarize the activity individually. This individual accountability is the key to the success of collaborative learning.
- *Independent Learning* – “*You do it alone*”. This component addresses the most important goal of good instruction—to provide students with practice in applying skills and information in new ways. As students transfer their learning to subsequent tasks, they synthesize information, transform ideas, and solidify their understanding. They become active and capable learners.

RWW supports all learners, particularly ELLs, in the three dimensions of language acquisition: the production of language (listening, watching, and sharing), the understanding of language (sounds and meanings), and the function of language (first words, experiences gained through repeated daily routines, experiences and interaction with others). Daily read-alouds and shared readings support the production of language (to listen, watch and share). Daily repetition of shared readings supports students in oral and written language acquisition. This process is scaffolded to guide students to undertake much of the shared reading. *Word Work* lessons, derived directly from the shared readings, address the understanding and function of language by exploring sounds and meanings in the context of real literature. These practices are effective for ELLs as well; they are the same techniques used in a sheltered English immersion program.

The Workshop Model and RWW environment provides consistency in routines, experiences and interactions with peers. *Accountable Talk* and student sharing are part of the instructional structure. Teachers are cognizant of supporting students' needs before they are sent off to work independently to practice a skill or strategy that has been modeled for them. ELLs and other at-risk students will receive additional teacher guidance. Small group instruction will occur daily and will further focus on ELLs' and other special populations' needs.

OWN Charter School 2 will have a robust staffing model to deliver instruction. In its grades K-2 classrooms, OWN Charter School 2 will have both a general education teacher and an assistant teacher. In addition, there will be one classroom, if needed by enrolled students' IEPs, at each grade level, 1st through 5th, that has an ICT setting with one general education teacher and one special education teacher. OWN Charter School 2 will also have instructional specialists such as the Reading Specialist, ELL Teacher and SETSS Teacher who will provide push-in and pull-out instruction as necessary to meet the needs of targeted students—struggling, ELL and/or SWD.

(d) Course or Subject Overview

Provide course descriptions by subject for each grade level the school would serve within the initial five years of operation, accounting for both core and non-core subject areas. This should include, at minimum, a general description of the content and skills that would be addressed in the course; if known, the curricular programs (e.g., Singapore Math, FOSS, etc.) that would be used in each course; essential course specific assessments (e.g., the state's 3-8 assessments/Regents exams, end of course portfolios or performances, etc.), and, if serving students in 12th grade, provide an outline of course sequences leading to graduation.

English Language Arts

Because mastery of the written and spoken language is critical to success in all subject areas, OWN Charter School 2 will engage a rigorous and *balanced* ELA curriculum starting at K. The priority to develop strong readers, writers and communicators is reflected in the daily time devoted to ELA instruction in the student schedule in addition to continued work on these skills throughout the curriculum.

OWN Charter School 2 relies heavily on the EngageNY Curriculum Modules and Heinemann Units of Study for its K-5 elementary ELA program. OWN Charter School 2 utilizes the Teachers College Readers and Writers Workshop (RWW) Project framework for reading and writing instruction. This framework aligns itself with the CCSS. It provides strategy lessons that are supported with touchstone texts that exemplify a specific reading skill or strategy that is modeled in both the reading and writing workshops. Children are then able to practice the specific skill or strategy with leveled texts that are appropriate for their abilities. The Heinemann Units of Study are directly aligned with the CCSS. Students will learn to determine importance, draw conclusions, analyze and summarize texts and make inferences. Writing units address narrative writing, realistic fiction, informational writing, poetry, persuasive essays and letter writing. Exemplar texts for each instructional focus will support the reading and writing units.

OWN Charter School 2's Grade K content standards focus heavily on increasing the oral English-language skills and early alphabetic and phonemic awareness skills of children. Phonemic awareness forms the basis for a child's ability to decode and spell words. OWN Charter School 2 will also introduce students to the joy of reading with authentic literature. OWN Charter School 2 students will understand that the goal of reading is to achieve comprehension and to obtain information, and the concurrent focus on

phonics and phonemic awareness will provide them with the tools to do just that. From the earliest grades, composition and writing will be stressed. Students will learn to identify themes and sub-themes, and learn to think (and express their ideas both in writing and with the spoken language) about what they have read.

In ELA, teachers will plan lessons based on their assessments of students' reading and writing abilities. Students are assessed using Fountas and Pinnell reading levels throughout the year. Reading progress is assessed each quarter through both running record and teacher made quarterly assessments. During RWW, the teacher will vary between whole class mini-lessons including shared reading and shared writing, read-alouds, interactive writing, small group guided reading and writing lessons, and focused independent reading and writing.

In writing, students become authors of many genres including narratives, informational texts, poems and lab reports. Each mini-lesson allows students to see the genre and skills modeled through teacher example or mentor books. Students are actively engaged during the lesson through a guided practice with a partner. Students then work independently to apply the lesson to their own writing. Teachers are able to work with small groups or conference with students to help guide their writing. Students are encouraged to improve their craft through elaboration, voice, word choice and more. Students are assessed on their writing throughout the year through on demand writing samples. Writing samples are collected from each unit for student's portfolios.

The Heinemann Units of Study are bolstered by the NYS ELA curricula available on www.engageny.org. It includes six modules for each grade focus on reading, writing, listening and speaking in response to high quality texts.

Math

The study of math involves incremental steps that build other allowing for the development of a solid foundation. As with ELA, OWN Charter School 2 draws heavily from the EngageNY Math Curriculum Modules. In addition, OWN Charter School 2 uses the **Go Math** text to support the EngageNY modules. The curriculum is aligned with the CCSS and is based on scientific research on how children learn mathematics as well as on classroom evidence that validates proven reliability. The following scope and sequence for Grades K-5 is from the **Go Math** publishers.

	Critical Area 1: Number and Operations Chapters 1–8 84 Days (Instructional Days: 68; Assessment Days: 16)	Critical Area 2: Geometry and Positions Chapters 9–10 25 Days (Instructional Days: 21; Assessment Days: 4)
Focus or Main CC Standards	Know number names and the count sequence. K.CC.1 Count to 100 by ones and by tens. K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). Count to tell the number of objects. K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.4c Understand that each successive number name refers to a quantity that is one larger. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Compare numbers. K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. K.CC.7 Compare two numbers between 1 and 10 presented as written numerals. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. K.OA.5 Fluently add and subtract within 5. Work with numbers 11–19 to gain foundations for place value. K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. K.G.2 Correctly name shapes regardless of their orientations or overall size. K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). Analyze, compare, create, and compose shapes. K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices “corners”) and other attributes (e.g., having sides of equal length). K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. K.G.6 Compose simple shapes to form larger shapes.
Highlighted Mathematical Practices	MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.8 Look for and express regularity in repeated reasoning.	MP.3 Construct viable arguments and critique the reasoning of others. MP.7 Look for and make use of structure.
Essential Questions	- How can you show, count, and write numbers 0 to 5? (Chapter 1) - How can building and comparing sets help you compare numbers? (Chapter 2) - How can you show, count, and write numbers 6 to 9? (Chapter 3) - How can you show and compare numbers to 10? (Chapter 4) - How can you show addition? (Chapter 5) - How can you show subtraction? (Chapter 6) - How can you show, count, and write numbers 11 to 19? (Chapter 7) - How can you show, count, and write numbers to 10 and beyond? (Chapter 8)	- How can you identify, name, and describe two-dimensional shapes? (Chapter 9) - How can identifying and describing shapes help you sort them? (Chapter 10)
Assessment Opportunities	Show What You Know Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task Critical Area Performance Task	Show What You Know Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task Critical Area Performance Task

Critical Area 3: Measurement and Data Chapters 11–12	
15 Days (Instructional Days: 11; Assessment Days: 4)	
Focus or Main CC Standards	Describe and compare measurable attributes. K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. Classify objects and count the number of objects in each category. K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
Highlighted Mathematical Practices	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics.
Essential Questions	- How can comparing objects help you measure them? (Chapter 11) - How does sorting help you display information? (Chapter 12)
Assessment Opportunities	Show What You Know Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task Critical Area Performance Task

Math-Grade 1

Critical Area 1: Operations and Algebraic Thinking Chapters 1-5 55 Days (Instructional Days: 45; Assessment Days: 10)		Critical Area 2: Number and Operations in Base Ten Chapters 6-8 30 Days (Instructional Days: 24; Assessment Days: 6)	
Main Ideas	Represent and solve problems involving addition and subtraction.	Add and subtract within 20.	
	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	
	1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Extend the counting sequence.	
	Understand and apply properties of operations and the relationship between addition and subtraction.	1.NBT.1 Count to 120; starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	
Math Practices	1.OA.3 Apply properties of operations as strategies to add and subtract.	Understand place value.	
	1.OA.4 Understand subtraction as an unknown-addend problem.	1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	
	Add and subtract within 20.	1.NBT.2a 10 can be thought of as a bundle of ten ones — called a “ten.”	
	1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	1.NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	
Assess- ment Items	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	1.NBT.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	
	Work with addition and subtraction equations.	1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	
	1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.	Use place value understanding and properties of operations to add and subtract.	
		1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	
Assess- ment Items	MP.2 Reason abstractly and quantitatively.	1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	
	MP.4 Model with mathematics.	1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	
	MP.8 Look for and express regularity in repeated reasoning.	MP.1 Make sense of problems and persevere in solving them.	
		MP.3 Construct viable arguments and critique the reasoning of others.	
Assess- ment Items	How can you model adding within 10? (Chapter 1)	MP.6 Attend to precision.	
	How can you subtract numbers from 10 or less? (Chapter 2)	How do you use place value to model, read, and write numbers to 120? (Chapter 6)	
	How do you solve addition problems? (Chapter 3)	How do you use place value to compare numbers? (Chapter 7)	
	How do you solve subtraction problems? (Chapter 4)	How can you add and subtract two-digit numbers? (Chapter 8)	
Assess- ment Items	How can relating addition and subtraction help you to learn and understand facts within 20? (Chapter 5)	Show What You Know	
	Show What You Know	Mid-Chapter Checkpoint	
	Mid-Chapter Checkpoint	Chapter Review/Test	
	Chapter Review/Test	Chapter Test	
Assess- ment Items	Chapter Test	Chapter Performance Task	
	Chapter Performance Task	Critical Area Performance Task	
	Critical Area Performance Task		

Critical Area 3: Measurement and Data Chapters 9–10 20 Days (Instructional Days: 16; Assessment Days: 4)	Critical Area 4: Geometry Chapters 11–12 19 Days (Instructional Days: 15; Assessment Days: 4)
Measure lengths indirectly and by iterating length units. 1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. 1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. Tell and write time. 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. Represent and interpret data. 1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.8 Look for and express regularity in repeated reasoning.	Reason with shapes and their attributes. 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. 1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. MP.1 Make sense of problems and persevere in solving them. MP.4 Model with mathematics. MP.7 Look for and make use of structure.
• How can you measure length and tell time? (Chapter 9) • How can graphs and charts help you organize, represent, and interpret data? (Chapter 10)	• How do you identify and describe three-dimensional shapes? (Chapter 11) • How do you sort and describe two-dimensional shapes? (Chapter 12)
Show What You Know Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task Critical Area Performance Task	Show What You Know Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task Critical Area Performance Task

Math-Grade 2

Critical Area 1: Number Sense and Place Value Chapters 1–2 25 Days Instructional Days: 21; Assessment Days: 4)	Critical Area 2: Addition and Subtraction Chapters 3–6 52 Days Instructional Days: 44; Assessment Days: 8)
Work with equal groups of objects to gain foundations for multiplication. 2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. Understand place value. 2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 2.NBT.1a 100 can be thought of as a bundle of ten tens — called a “hundred.” 2.NBT.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). 2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s. 2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. Use place value understanding and properties of operations to add and subtract. 2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning. • How do you use place value to find the values of numbers and describe numbers in different ways? (Chapter 1) • How can you use place value to model, write, and compare 3-digit numbers? (Chapter 2) Show What You Know Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task Critical Area Performance Task	Represent and solve problems involving addition and subtraction. 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. Add and subtract within 20. 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. Work with equal groups of objects to gain foundations for multiplication. 2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. Use place value understanding and properties of operations to add and subtract. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. 2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. • How can you use patterns and strategies to find sums and differences for basic facts? (Chapter 3) • How do you use place value to add 2-digit numbers, and what are some different ways to add 2-digit numbers? (Chapter 4) • How do you use place value to subtract 2-digit numbers with and without regrouping? (Chapter 5) • What are some strategies for adding and subtracting 3-digit numbers? (Chapter 6) Show What You Know Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task Critical Area Performance Task

Critical Area 3: Measurement and Data Chapters 7–10 41 Days (Instructional Days: 33; Assessment Days: 8)	Critical Area 4: Geometry and Fractions Chapters 11 12 Days (Instructional Days: 10; Assessment Days: 2)
Measure and estimate lengths in standard units. 2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. 2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters. 2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. Relate addition and subtraction to length. 2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. 2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. Work with time and money. 2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Represent and interpret data. 2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. 2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take apart, and compare problems using information presented in a bar graph. MP.3 Construct viable arguments and critique the reasoning of others. MP.6 Attend to precision. MP.8 Look for and express regularity in repeated reasoning. • How do you use the values of coins and bills to find the total value of a group of money, and how do you read times shown on analog and digital clocks? (Chapter 7) • What are some of the methods and tools that can be used to estimate and measure length? (Chapter 8) • What are some of the methods and tools that can be used to estimate and measure length in metric units? (Chapter 9) • How do tally charts, picture graphs, and bar graphs help you solve problems? (Chapter 10) Show What You Know Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task Critical Area Performance Task	Reason with shapes and their attributes. 2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. MP.6 Attend to precision. • What are some two-dimensional shapes and three-dimensional shapes, and how can you show equal parts of shapes? (Chapter 11) Show What You Know Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task Critical Area Performance Task

Math-Grade 3

Critical Area 1: Whole Number Operations Chapters 1–7 75 Days Instructional Days: 61; Assessment Days: 14)	Critical Area 2: Understanding Fractions Chapters 8–9 20 Days Instructional Days: 16; Assessment Days: 4)
Represent and solve problems involving multiplication and division. 3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. 3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. Understand properties of multiplication and the relationship between multiplication and division. 3.OA.5 Apply properties of operations as strategies to multiply and divide. 3.OA.6 Understand division as an unknown factor problem. Multiply and divide within 100. 3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. Solve problems involving the four operations, and identify and explain patterns in arithmetic. 3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. Represent and interpret data. 3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. 3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. Geometric measurement: understand concepts of area and relate area to multiplication and to addition. 3.MD.7 Relate area to the operations of multiplication and addition. 3.MD.7a Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. Also 3.NBT.1, 3.NBT.2, 3.NBT.3	Develop understanding of fractions as numbers. 3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. Understand a fraction as a number on the number line; represent fractions on a number line diagram. 3.NF.2a Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. 3.NF.2b Represent a fraction a/b on a number line diagram by marking off a length $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. 3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. 3.NF.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. 3.NF.3b Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. 3.NF.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. 3.NF.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. Reason with shapes and their attributes. 3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.7 Look for and make use of structure. How can you add and subtract whole numbers and decide if an answer is reasonable? (Chapter 1) How can you represent and interpret data? (Chapter 2) How can you use multiplication to find how many in all? (Chapter 3) What strategies can you use to multiply? (Chapter 4) How can you use multiplication facts, place value, and properties to solve multiplication problems? (Chapter 5) How can you use division to find how many in each group or how many equal groups? (Chapter 6) What strategies can you use to divide? (Chapter 7) Show What You Know Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task Critical Area Performance Task NYCDOE Fall Benchmark Assessment	MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. How can you use fractions to describe how much or how many? (Chapter 8) How can you compare fractions? (Chapter 9) Show What You Know Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task Critical Area Performance Task

Critical Area 3: Measurement Chapters 10–11 23 Days (Instructional Days: 19; Assessment Days: 4)	Critical Area 4: Geometry Chapters 12 11 Days (Instructional Days: 9; Assessment Days: 2)
Understand properties of multiplication and the relationship between multiplication and division. 3.OA.5 Apply properties of operations as strategies to multiply and divide. Multiply and divide within 100. 3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. Solve problems involving the four operations, and identify and explain patterns in arithmetic. 3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. 3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. 3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. Represent and interpret data. 3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. Geometric measurement: understand concepts of area and relate area to multiplication and to addition. 3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. 3.MD.5a A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. 3.MD.5b A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. 3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). 3.MD.7 Relate area to the operations of multiplication and addition. 3.MD.7a Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. 3.MD.7b Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. 3.MD.7c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. 3.MD.7d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems. Also 3.NBT.2; 3.MD.8 MP.1 Make sense of problems and persevere in solving them. MP.5 Use appropriate tools strategically. MP.8 Look for and express regularity in repeated reasoning.	Develop understanding of fractions as numbers. 3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. 3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. 3.NF.3a Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. Geometric measurement: understand concepts of area and relate area to multiplication and to addition. 3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. Reason with shapes and their attributes. 3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. 3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.
• How can you tell time and use measurement to describe the size of something? (Chapter 10) • How can you solve problems involving perimeter and area? (Chapter 11)	• What are some ways to describe and classify two-dimensional shapes? (Chapter 12)
Show What You Know Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task Critical Area Performance Task	Show What You Know Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task Critical Area Performance Task
NYCDOE Spring Benchmark Assessment	State Examination

Math-Grade 4

Critical Area 1: Place Value and Operations with Whole Numbers Chapters 1–5 53 Days (Instructional Days: 43; Assessment Days: 10)	Critical Area 2: Fractions and Decimals Chapters 6–9 38 Days (Instructional Days: 30; Assessment Days: 8)
Use the four operations with whole numbers to solve problems. 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Generalize place value understanding for multi-digit whole numbers. 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place. Use place value understanding and properties of operations to perform multi-digit arithmetic. 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. Also 4.OA.1, 4.OA.2, 4.OA.4, 4.OA.5, 4.NBT.4	Extend understanding of fraction equivalence and ordering. 4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. 4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. 4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. 4.NF.4.a Understand a fraction a/b as a multiple of $\frac{1}{b}$. 4.NF.4.b Understand a multiple of $\frac{1}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. 4.NF.4.c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. Also 4.NF.3, 4.NF.5, 4.NF.6, 4.NF.7, 4.MD.2
MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.7 Look for and make use of structure.	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.5 Use appropriate tools strategically.
- How can you use place value to compare, add, subtract, and estimate with whole numbers? (Chapter 1) - What strategies can you use to multiply by 1-digit numbers? (Chapter 2) - What strategies can you use to multiply by 2-digit numbers? (Chapter 3) - How can you divide by 1-digit numbers? (Chapter 4) - How can you find factors and multiples, and how can you generate and describe number patterns? (Chapter 5)	- What strategies can you use to compare fractions and write equivalent fractions? (Chapter 6) - How do you add or subtract fractions that have the same denominator? (Chapter 7) - How do you multiply fractions by whole numbers? (Chapter 8) - How can you record decimal notation for fractions and compare decimal fractions? (Chapter 9)
Show What You Know Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task Critical Area Performance Task	Show What You Know Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task Critical Area Performance Task

NYCDOE Fall Benchmark Assessment

Critical Area 3: Geometry, Measurement, and Data Chapters 10–13 36 Days (Instructional Days: 28; Assessment Days: 8)	
Focus or Main CC Standards	Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. 4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. 4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. Also 4.OA.5, 4.MD.1, 4.MD.2, 4.MD.3, 4.MD.4, 4.MD.5, 4.MD.6, 4.MD.7
Highlighted Mathematical Practices	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.6 Attend to precision.
Essential Questions	- How can you draw and identify lines and angles, and how can you classify shapes? (Chapter 10) - How can you measure angles and solve problems involving angle measures? (Chapter 11) - How can you use relative sizes of measurements to solve problems and to generate measurement tables that show a relationship? (Chapter 12) - How can you use formulas for perimeter and area to solve problems? (Chapter 13)
Assessment Opportunities	Show What You Know Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task Critical Area Performance Task
NYCDOE Spring Benchmark Assessment State Examination	

Math-Grade 5

Critical Area 1: Fluency with Whole Numbers and Decimals Chapters 1–5 59 Days (Instructional Days: 49; Assessment Days: 10)	Critical Area 2: Operations with Fractions Chapters 6–8 31 Days (Instructional Days: 25; Assessment Days: 6)
Write and interpret numerical expressions. 5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. 5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. Understand the place value system. 5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. 5.NBT.3 Read, write, and compare decimals to thousandths. 5.NBT.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. 5.NBT.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. 5.NBT.4 Use place value understanding to round decimals to any place. Perform operations with multi-digit whole numbers and with decimals to hundredths. 5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm. 5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 5.NF.1 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. MP.1 Make sense of problems and persevere in solving them. MP.6 Attend to precision. MP.8 Look for and express regularity in repeated reasoning.	Write and interpret numerical expressions. 5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. Use equivalent fractions as a strategy to add and subtract fractions. 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. 5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. 5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. 5.NF.4a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. 5.NF.4b Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. 5.NF.5 Interpret multiplication as scaling (resizing), by: 5.NF.5a Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. 5.NF.5b Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. 5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. 5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. 5.NF.7a Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. 5.NF.7b Interpret division of a whole number by a unit fraction, and compute such quotients. 5.NF.7c Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. MP.3 Construct viable arguments and critique the reasoning of others. MP.6 Attend to precision. MP.7 Look for and make use of structure.
How can you use place value, multiplication, and expression to represent and solve problems? (Chapter 1) How can you divide whole numbers? (Chapter 2) How can you add and subtract decimals? (Chapter 3) How can you solve decimal multiplication problems? (Chapter 4) How can you solve decimal division problems? (Chapter 5) Show What You Know Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task Critical Area Performance Task	How can you add and subtract fractions with unlike denominators? (Chapter 6) How do you multiply fractions? (Chapter 7) What strategies can you use to solve division problems involving fractions? (Chapter 8) Show What You Know Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task Critical Area Performance Task

NYCDOE Fall Benchmark Assessment

Critical Area 3: Geometry and Measurement Chapters 9–11

32 Days (Instructional Days: 26; Assessment Days: 6)

1 Write and interpret numerical expressions.

5 **5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

1 Analyze patterns and relationships.

5 **5.OA.2** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

1 Understand the place value system.

5 **5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

1 Perform operations with multi-digit whole numbers and with decimals to hundredths.

5 **5.NBT.5** Fluently multiply multi-digit whole numbers using the standard algorithm.

5 **5.NBT.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

1 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

5 **5.NF.3** Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

5 **5.NF.7** Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

5 **5.NF.7a** Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.

1 Convert like measurement units within a given measurement system.

5 **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

1 Represent and interpret data.

5 **5.MD.2** Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots.

1 Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

5 **5.MD.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

5 **5.MD.3a** A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.

5 **5.MD.3b** A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.

5 **5.MD.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

5 **5.MD.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

5 **5.MD.5a** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

5 **5.MD.5b** Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.

5 **5.MD.5c** Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

1 Graph points on the coordinate plane to solve real-world and mathematical problems.

5 **5.G.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

Also 5.G.2, 5.G.3, 5.G.4

1 **MP.5** Use appropriate tools strategically.

1 **MP.6** Attend to precision.

1 **MP.7** Look for and make use of structure.

1 • How can you use line plots, coordinate grids, and patterns to help you graph and interpret data? (Chapter 9)

1 • What strategies can you use to compare and convert measurements? (Chapter 10)

1 • How do unit cubes help you build solid figures and understand the volume of a rectangular prism? (Chapter 11)

1 Show What You Know

1 Mid-Chapter Checkpoint

Chapter Review/Test

Chapter Test

Chapter Performance Task

Critical Area Performance Task

NYCDOE Spring Benchmark Assessment

State Examination

Social Studies

The NYS Social Studies Core Curriculum grounds the scope and sequence in this content area. Below are its key ideas at each grade level:

- Kindergarten: Self and Others. Students will learn about similarities and differences between children, families, and communities and about holidays, symbols and traditions that unite us as Americans. Students will learn about respect for others, and rights and responsibilities of individuals.
- Grade 1: My Family and Other Families, Now and Long Ago. Students will examine families and develop an awareness of cultural diversity within the American culture. Responsible citizenship is introduced, as well as the role of authority in making rules and laws. Students will also increase their geography skills through the use of maps and directions.
- Grade 2: My Community and Other Communities. Students study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Students also understand the concept of change over time and cause and effect in relation to history.
- Grade 3: Communities Around the World. Students make comparisons across time and space, examining different communities and their cultures.
- Grade 4: New York State and Local History and Government. Students in this grade focus on New York State and local communities and their change over time, incorporating the study of geography, history, economics, and government. Study focuses on the State's history from before the European colonial era to the modern period.
- Grade 5: The Western Hemisphere. Students in this grade will study the history and geography of the Western Hemisphere, including the development of cultures, civilizations, and empires; interaction between societies; and the comparison of the government and economic systems of modern nations.

Further, OWNCS identifies ten Pillars of a Positive Community. These values play an important part in building and supporting our school culture. They help create a learning community in which students can develop the moral maturity needed for future success in any endeavor. These pillars are as follows: Kindness, friendship, courage, respect, truth, responsibility, self-discipline, fairness, perseverance, and citizenship.

Science

OWN Charter School 2 follows the NYC scope and sequence for science.²² Teachers will utilize the Delta Science Modules and FOSS science kits. Below is an overview of the science content taught at each grade level, based on the Next Generation Science Standards for grades K-5.

Kindergarteners will be expected to:

- Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object
- Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull
- Use observations to describe patterns of what plants and animals (including humans) need to survive
- Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs

²² http://schools.nyc.gov/NR/ronlyres/949E0441-ADAF-445C-A915-E9F8123E1387/0/SciencescopeandsequenceK5_v13_WEB.pdf

- Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live
- Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment
- Use and share observations of local weather conditions to describe patterns over time
- Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to severe weather
- Make observations to determine the effect of sunlight on Earth's surface
- Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area

First Graders will be expected to:

- Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate
- Make observations to construct an evidence-based account that objects can be seen only when illuminated
- Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light
- Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance
- Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs
- Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive
- Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents
- Use observations of the sun, moon, and stars to describe patterns that can be predicted
- Make observations at different times of year to relate the amount of daylight to the time of year

Second Graders will be expected to:

- Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties
- Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose
- Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object
- Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot
- Plan and conduct an investigation to determine if plants need sunlight and water to grow
- Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants
- Make observations of plants and animals to compare the diversity of life in different habitats
- Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly
- Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land
- Develop a model to represent the shapes and kinds of land and bodies of water in an area

- Obtain information to identify where water is found on Earth and that it can be solid or liquid

Third Graders will be expected to:

- Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object
- Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict the future motion
- Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other
- Define a simple design problem that can be solved by applying scientific ideas about magnets
- Construct an argument that some animals form groups that help members survive
- Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago
- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all
- Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change
- Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death
- Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms
- Use evidence to support the explanation that traits can be influenced by the environment
- Use evidence to construct an explanation for how the variations in characteristics among individual of the same species may provide advantages in surviving, finding mates, and reproducing
- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season
- Obtain and combine information to describe climates in different regions of the world
- Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard

Fourth Graders will be expected to:

- Use evidence to construct an explanation relating the speed of an object to the energy of that object
- Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents
- Ask questions and predict outcomes about the changes in energy that occur when objects collide
- Apply scientific ideas to design, test and refine a device that converts energy from one form to another
- Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment
- Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move
- Generate and compare multiple solutions that use patterns to transfer information
- Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen

- Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction
- Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways
- Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time
- Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation
- Analyze and interpret data from maps to describe patterns of Earth's features
- Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans

Fifth Graders will be expected to:

- Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time or cost
- Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem
- Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved
- Develop a model to describe that matter is made of particles too small to be seen
- Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved
- Make observations and measurements to identify materials based on their properties
- Conduct an investigation to determine whether the mixing of two or more substances results in new substances
- Use models to describe that energy in animals' food (used for body repair, growth, motion and to maintain body warmth) was once energy from the sun
- Support an argument that plants get the materials they need for growth chiefly from air and water
- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment
- Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact
- Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth
- Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment
- Support an argument that the gravitational force exerted by Earth on objects is directed down
- Support an argument that the apparent brightness of the sun and stars is due to their relative distances from Earth
- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky

Visual Arts, Music and Film

OWN Charter School 2 students will study visual art and music in Grades K-5 and by Grade 3, students will also be taught Film as part of the arts curriculum. OWN Charter School 2 will promote the value of the Arts for their own sake, as forms of cognition, as well as for their ability to illuminate other academic

subjects, and as ways to exhibit understanding. As a guide, OWN Charter School 2 will use New York's *Blueprint for the Arts*.

The *Blueprint* provides a standards-based rigorous approach to teaching the arts. It gives students the opportunity to delve deeply into these subjects, while giving their teachers the latitude to create an instructional program that demonstrates student learning over time and in varied dimensions. More importantly, the sequential study of art, music, and film helps students achieve both a vocation and an avocation. Students' ongoing work in the Arts enables them to apply for advanced study or for jobs in the arts-related industries that are so important to the economy of New York City. It will also provide them with a source of lifelong enjoyment as they become the future audience for the arts.

To these ends, OWN Charter School will offer discrete programs in: (1) Visual Art: where students construct meanings about the world through art making; build upon experiences to express a personal vision; develop a global perspective and recognize the power of art to communicate beliefs and values; (2) Music: where students develop musical skills, express themselves as thinking, feeling musicians, apply and utilize the elements of music, and use technology to facilitate expression and (3) Film: where students study different genres of filmmaking and then are engaged in hands-on filmmaking in these genres from pre-production to final production including learning to critique their own work.

Physical Education

In the changing environment outside of school where many children are not engaged in regular physical activity, OWN Charter School 2 is committed to ensuring that its children develop sound bodies as well as sound minds. In addition to contributing to students' physical health, the physical education program at the OWN Charter School 2 will help its children develop physical skills and athletic skills, make friends, have fun, learn to play as a member of a team, excel on an individual level, learn the rules of playing fair and good sportsmanship and improve self-esteem. Through their participation in Physical Education, OWN Charter School 2 students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Spanish

OWN Charter School 2's philosophy around language learning is the following:

- **COMMUNICATION:** The study another language leads to communication. We will teach students from an early age to communicate beyond their primary language(s) in order to participate effectively in this global community.
- **CULTURE:** The study of another language will unlock and broaden the students' views of their world and that of other cultures. Students will recognize that which is common to all human experience and will accept that which is different.
- **CONNECTIONS:** The study of another language leads to an Interdisciplinary view of the curriculum. Students will begin language study as early as possible in an Interdisciplinary environment.
- **COMPARISONS:** The study of another language leads to critical thinking skills. Our goal is to enhance the ability to analyze, to compare and contrast, to synthesize, to improvise and examine cultures through a language and a perspective other than one's own.
- **COMMUNITIES:** The study of another language will enable students to become life-long learners. Students will use the target language beyond the school setting

Spanish is taught to students beginning in Grade K. At OWN Charter School 2 every student will have the opportunity to participate in the Spanish language program during the optimal years of second language acquisition. Our goal is for every child to acquire functional proficiency in at least one language other than the student's native language. Through Spanish language class, students will be

exposed to cultures different from their own and therefore will develop positive attitudes about language and culture, keeping aligned with our mission and the tenets of our Pillars curriculum. Students will be comfortable with the language and will be inspired to continue language learning. Students will acquire language-learning strategies in addition to basic vocabulary and conversational skill. Spanish at Spanish language instruction in the classroom is supplemented by the online Mango program which is a computer based language instruction program that supplements and supports classroom instruction.

(e) Promotion and Graduation Policy

Explain the school's policies for promoting students from one grade to the next including any early promotion. Include any provisions related to retention of students for a specified number of absences including any equating of tardies to absences. Address when and how the school will inform students and parents about promotion and graduation policies and decisions.

If the school would offer high school grades within the proposed charter term:

- Describe the types of diplomas the school will offer along with the credit and other requirements for each;
- Explain how students will meet the requirements set forth by New York State for the granting of each relevant type of diploma; and,
- Include any additional specific graduation requirements and the rationale for their selection.

All OWN Charter School 2 students are held to specific promotion criteria in the areas of attendance; behavior; and comprehensive classroom assessments that include work samples, anecdotal, teacher assessments and observations; and benchmark assessments (i.e., NWEA MAP and NYS ELA and Math scores). OWN Charter School 2 reserves the right to make a decision for promotion when attendance may fall short of criteria but academic benchmarks are achieved and/or standardized test scores do not match previous student achievement, as seen through these classroom assessments. Students failing to meet any of the grade level or school expectations in ELA and math are noted as *Promotion in Doubt* during the winter, at which time families are notified in writing of possible retention, and the intervention plan that will be implemented to support success. If students do not meet promotion criteria by the end of the school year the Principal has the sole discretion as to whether or not they will be retained in the grade for the following school year.

Students may be retained in their grade at the end of the year for any one of, or combination of, the following factors:

- Students who fail to meet proficiency in ELA and Math may be retained. Students who fail either the NWEA MAP Reading or Math assessment at the end of the year (Grades K-2) or score below a Level 3 on the NYS ELA or Math assessment (Grades 3-5).
- Students who miss more than ten days of school are automatically at promotional risk.
- Kindergarten students, and to a lesser extent first grade students, whose behavior reveals a lag in social emotional development

Generally, OWN Charter School 2's promotion criteria are as follows:

Grade	Attendance	Teacher Recommendation	Benchmark Testing
K-2	95%	At grade level performance	NWEA Reading and Math at Grade Level; Teacher developed grade wide end of year assessments in ELA and math at Grade Level.

3-5	95%	At grade level performance	NYS ELA and Math—Level 2 and above. NYS Science (Grade 4)—Level 2 and above.

(f) Programmatic Audits

Describe a plan of annual programmatic audits of the implementation and effectiveness of the school's education program. Programmatic audits should include an evaluation of the effectiveness of the school's academic program, governance, and operations. Note that the programmatic audit is not simply a cost/benefit audit as conducted by some school districts. The plan should include, but is not limited to, the:

- Purpose and objectives;
- Areas to be audited;
- Schedule of events;
- Responsible persons, which may include outside consultants;
- Description of written end product;
- How and to whom such written end product will be disseminated; and,
- Any plans to hire outside consultants to perform such audits.

Annual Report: OWN Charter School 2 shall submit to SUNY Charter Schools Institute an Annual Report by August 1 each year, which will include the state-mandated School Report Card. The Annual Report, which will be prepared by the OWN Charter School 2 Principal and/or his or her designees, will include a Progress Report which evaluates the school's progress in meeting its approved Accountability Plan goals. See **Response 02d-Accountability Plan** for information on the data we will use to measure OWN Charter School 2's progress towards student achievement goals, fiscal and operational goals and the success of the overall educational program.

Academic Progress Monitoring: An ongoing process of progress monitoring will occur throughout the academic year to ensure that the school is on target to meet its Accountability Plan goals. Continual progress monitoring towards meeting the Accountability Plan goals will be addressed at four different levels: *student level* with the teacher using individual, aggregate and disaggregated assessment data to inform instruction; *classroom level* by the OWN Charter School 2 principal and instructional coaches using individual, aggregate and disaggregated data to evaluate the effectiveness of the curriculum and instruction; *school-wide level* by the Our World Neighborhood Charter School Education Corporation Board, OWN Charter School 2 Principal, central office CEO using aggregate and disaggregated data to make programmatic and resource allocation decisions; and by *the authorizer*.

The school will use data to inform instruction on a regular basis through a regular progress monitoring process whereby student data is formally reviewed every 6-8 weeks. A plan of action is collaboratively developed for students who do not meet benchmarks. Shortcomings will be revealed as the instructional staff analyzes progress against achievement goals for all students, including special student populations. As discussed in **Response 08d-Professional Development**, this process plays an important role in informing the school's PD program.

OWN Charter School 2's assessment protocol includes assessments to be utilized to monitor foundational knowledge in reading, writing and mathematics, thus indicating whether or not they will be on track to meet proficiency standards beginning in Grade 3. The School's instructional leadership will use various vehicles to assess student needs and provide appropriate PD to address any instructional and curricular gaps.

Stakeholder Satisfaction: OWN Charter School 2 will gauge family and teacher satisfaction both directly and indirectly. The school will administer the annual NYCDOE School Survey to assess parent and

teacher satisfaction in areas such as rigorous instruction, supportive environment, effective school leadership, collaborative teachers, family/community ties, among other current survey domains. The results of the surveys will be tabulated and made public in the OWN Charter School 2 School Report Card which will be available on the school's website (links to the NYCDOE School Survey for our school will also be posted on our website). The results of the surveys will also be used to evaluate our progress towards satisfaction goals on our accountability plan. We will also gauge parent satisfaction with our school through conversations teachers have with parents at parent-teacher conferences. In addition, the school will also infer parents satisfaction based on our enrollment numbers and retention of students from year to year. OWN Charter School 2 believes attention to parents through regular communication from teachers and the principal, parent engagement efforts, and parent workshops will keep parents engaged in the life of the school and their children's academic progress. Teacher satisfaction data can provide us with important information regarding their perceptions of working conditions, responsiveness of PD to teacher needs, and effective leadership. Ultimately, the Board and school will use parent and teacher satisfaction data to inform the need for changes to the school's operations as necessary.

Board Evaluation: The Executive Committee of the Board will be responsible for the Board's annual evaluation of itself. It will develop a self-evaluation instrument and use it annually to check its performance in such domains as member attendance and participation, communication with stakeholders, regular review and revision of key policies and procedures, financial oversight, evaluation of school leadership, handling of grievances, and adherence to the mission of the school. The Board uses the results of these evaluations to inform the development of strategic goals and action plans. The Board also monitors its composition to maintain adequate skill sets with which to govern the school as well as diversity to ensure a variety of perspectives. The Board may from time to time seek strategic planning assistance and guidance from a board training consultant.

School Climate: OWN Charter School 2 is fully committed to fostering a positive school climate. School climate refers to the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures. School climate sets the tone for all the learning and teaching done in the school environment and, as research proves, it is predictive of students' ability to learn and develop in healthy ways¹. Student success is directly correlated to their feelings about the school environment. Research proves that a positive school climate directly impacts telling indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.² The development of a positive school culture requires collaboration of all stakeholders, parents, students, staff and the board. Establishing behavioral expectations for students, staff, and visitors that encourage a positive and respectful school climate and culture are essential to creating and maintaining a safe and supportive school community³.

The method utilized for evaluating school climate will be to survey stakeholders through the NYC School Survey. Data from the surveys will be analyzed by Corporation CEO and shared with the Board to determine if modifications need to be made to improve the school environment. Given the importance of positive school climate for students and educators, it is essential for schools to monitor school climate on a regular basis.

¹ Source: National School Climate Center, <http://www.schoolclimate.org/climate/faq.php>

² Source: National School Climate Center, <http://www.schoolclimate.org/climate/faq.php>

³ Source: The Dignity Act, NYSED.gov, <http://www.p12.nysed.gov/dignityact/rgsection1.html>

In addition, OWN Charter School 2 will comply with VADIR data collection requirements and disciplinary data reported to NYSED will become a part of the school's Annual School Report Card. The school's social worker will keep a record of all student disciplinary incidents. This data is analyzed to determine consistency across teachers and grades and will inform topics that need to be addressed through professional development. The Principal and social worker will regularly analyze school-wide behavioral and disciplinary data, including disaggregated by gender and ethnicity, to look for patterns of disparate impact, and evaluate the school environment to ensure that it is safe and conducive to learning.

Other Audits: In addition, OWN Charter School 2 understands it may be subject to programmatic audits conducted by NYSED related to any federal entitlement grants and competitive public grants it receives, including but not limited to Consolidated Title and CSP funds.

Audits related to the school's fiscal health is discussed in **Response 21ad-Fiscal Soundness**.

6. Calendar and Schedules

(a) School Calendar

Provide a copy of the proposed school calendar for its first year of operation that clearly articulates:

- Total number of days of instruction for the school year;
- Total number of hours of instruction for the school year;
- First and last day of classes;
- Organization of the school year (i.e., semesters, trimesters, quarters, etc.);
- All planned holidays and other days off, as well as planned half days; and,
- Dates for summer school, orientation and other activities outside of the core academic calendar, if planned.

Month	Holidays and Other Days when School is not in session	Number of Days School is in Session
<i>Proposed OWN Charter School 2 2017-18 School Year Calendar</i>		
August 2017		4
September 2017	September 1: Eid Al Adha September 4: Labor Day September 21-22: Rosh Hashanah	17
October 2017	October 9: Columbus Day (Staff Development Day)	21
November 2017	November 7: Election Day (Staff Development Day) November 23-24: Thanksgiving	19
December 2017	December 25-December 30: Winter Break	16
January 2018	January 1: New Year's Day January 15: Martin Luther King Jr. Day	21
February 2018	February 19-23: Mid-Winter break	15
March 2018	March 30: Good Friday	21
April 2018	April 2-6: Spring Break	16
May 2018	May 28: Memorial Day	22
June 2018	June 15: Eid Al Ftr	18
Total		190

*The calendar will be adjusted once the NYCDOE releases its 2017-18 school calendar in order to more closely align with NYCDOE school closings as necessary.

- OWN Charter School 2 will have 190 days of instruction.
- The first day of school for students will be Monday, August 28, 2017.
- The last day of school for students will be Wednesday, June 27th, 2018.
- The first day of school for teachers will be Wednesday, August 16, 2017 and they will be engaged in eight days of pre-opening professional development.
- In addition to full day staff development days on the calendar when school is not in session for children, every Thursday, teachers will participate in 75 minutes of professional development after regular school dismissal.
- The last day of school for teachers will be Friday, June 29th, 2018.

The school year will be broken into four marking periods:

- The first marking period ending on or about October 24, 2017.

- The second marking period ending on or about January 9, 2018.
- The third marking period ending on or about April 24, 2018.
- The fourth marking period ending a week before the last day of school.

(b) Sample Student Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, high), provide the following for a typical week of instruction:

- A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations) (for example, one day a week early dismissal for teacher professional development), components of the school day devoted to core academics; components of the school day devoted to before or after school electives; and, remediation or other non-core academic components of the proposed school design;
 - A table that outlines the minimum number of weekly minutes the school will devote to core academic subjects in each grade, i.e., ELA, mathematics, science, and social studies, and the total number of all instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.); and,
 - A sample student schedule for a typical week.

Grade 1 Student	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:48	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:50-8:18	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:21-9:06	ELA	ELA	ELA	ELA	Gym
9:09-9:54	Art/Music	ELA	Spanish	Art/Music	ELA
9:57-10:42	ELA	Math	ELA	ELA	ELA
10:45-11:30	Math	Math	Math	Math	Math
11:33-12:18	Math	Gym	Science	Math	Math
12:21-1:06	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:09-1:54	ELA	Social Studies	Social Studies	Library	Social Studies
1:57-2:42	Tech Center	ELA	Science	Science	ELA
2:45-3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Grade 5 Student	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:48	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:50-8:18	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:21-9:06	ELA	Art/Music/Film	ELA	Art/Music/Film	Spanish
9:09-9:54	ELA	ELA	ELA	ELA	Math
9:57-10:42	Spanish	ELA	Spanish	Library	Gym
10:45-11:30	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
11:33-12:18	Science	ELA	Math	ELA	ELA
12:21-1:06	Math	Tech Center	Math	Math	ELA
1:09-1:54	Math	Math	Science	Social Studies	Science

1:57-2:42	ELA	Math	Social Studies	Gym	Social Studies
2:45-3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

All students, grade K-5, will begin the day at 7:30 am with breakfast. We will work with the NYCDOE Office of Pupil Transportation to ensure that the busing schedule will ensure their arrival in time for daily breakfast. For students who not qualify for yellow bus service, we will work closely with their parents to ensure that they come to school in time for breakfast if they have not had a healthy breakfast at home. Classes begin at 7:50 am with Morning Meeting across all grade levels. All students have a 45-minute lunch and recess period. The school day ends for all students at 3 pm each day.

As per the first schedule above, in the lower elementary school span (K-2), students will have either 2 or 3 45-minute blocks of ELA instruction as well as 1 or 2 45-minute blocks of math instruction each day. Students will have 3 45-blocks of Science and 3 45-minute blocks of Social Studies each week. In addition to the core courses, students will engage in meaningful exploration of music, art and Spanish with 2 45-minute blocks of either Art or Music each week, 2 45-minutes blocks of gym each week, and 1 45-minute block of Spanish instruction each week. In addition, one day a week, students are engaged in 1 45-minute block of Tech Centers which is an opportunity for students to engage in online learning—specifically the Mango program for foreign (Spanish in OWN Charter School 2’s case) language learning and iReady for further ELA and math development. Finally, one day per week students have a 45-block of Library time. Depending on what facility OWN Charter School 2 occupies, this can mean designated time in the school library where an instructional staff member reads aloud a book to the students and then students have time to explore the books contained in the library and select books to take home to read. If the school does not have a designated library space, this activity will take place in their classrooms. Classrooms will be outfitted with library books—children’s literature both fiction and nonfiction (in addition to leveled-library books)—that students can peruse in the classroom and also check out to take home to read.

Likewise, students in the upper elementary school grades (3-5) follow a similar day as delineated above for Grade K-2 students. The difference is that in the upper elementary school, the Arts program is expanded to include Film in addition to Art and Music.

Subject	ELA	Math	Science	Social Studies
Weekly Minutes	540	405	135	135

The total amount of instruction time exclusive of breakfast, lunch, recess and dismissal is 372 minutes (6 hours and 12 minutes) per day, 1,860 minutes per week (31 hours) and 70,680 minutes (11,178 hours) per year.

(c) Sample Teacher Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, high), provide a sample teacher schedule for a typical week of instruction including:

- Length of teachers' work day;
- Time devoted to core teaching assignments, planning, and other activities; and,
- A brief scenario describing a typical teacher day and week.

Grade 1 Teacher	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:48	Arrival/Prep	Arrival/Prep	Arrival/Prep	Arrival/Prep	Arrival/Prep
7:50-8:18	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:21-9:06	ELA	ELA	ELA	ELA	Prep
9:09-9:54	Prep	ELA	Prep	Prep	ELA
9:57-10:42	ELA	Math	ELA	ELA	ELA
10:45-11:30	Math	Math	Math	Math	Math
11:33-12:18	Math	Prep	Science	Math	Math
12:21-1:06	Lunch	Lunch	Lunch	Lunch	Lunch
1:09-1:54	ELA	Social Studies	Social Studies	Prep	Social Studies
1:57-2:42	Prep	ELA	Science	Science	ELA
2:45-3:00	Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal
3:30	Teacher Dismissal	Teacher Dismissal	Teacher Dismissal	Teacher Dismissal	Teacher Dismissal

Grade 5 Teacher	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:48	Arrival/Prep	Arrival/Prep	Arrival/Prep	Arrival/Prep	Arrival/Prep
7:50-8:18	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:21-9:06	ELA	Prep	ELA	Prep	Prep
9:09-9:54	ELA	ELA	ELA	ELA	Math
9:57-10:42	Prep	ELA	Prep	Prep	Prep
10:45-11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:33-12:18	Science	ELA	Math	ELA	ELA
12:21-1:06	Math	Prep	Math	Math	ELA
1:09-1:54	Math	Math	Science	Social Studies	Science
1:57-2:42	ELA	Math	Social Studies	Prep	Social Studies
2:45-3:00	Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal
3:30	Teacher Dismissal	Teacher Dismissal	Dismissal	Teacher PD (3:45-5)?	Teacher Dismissal

All teachers are expected to arrive at 7:30 in order to be ready to begin Morning Meeting at 8:00 am and, with the exception of Thursdays, their day will end at 3:00 pm for a 7.5 hour day with a 45 minute lunch period. On Thursdays, teachers will stay for schoolwide professional development.

Teachers in the lower elementary school (K-2) will have one to two 45-minute prep blocks per day during which time their students are participating in gym, the arts, Spanish, tech center or library time. These prep periods are exclusive of the 18 minute prep period available for them from 7:30 to 7:48 in the morning before instruction begins. Depending on the number of prep periods they have, they will teach from 253 minutes to 298 minutes per day, of which 225 minutes to 270 minutes are devoted to core subjects, Math, ELA, Science and Social Studies. The additional instruction time relates to the 28 morning meeting instructional time.

Teachers in the upper elementary school (K-3) will have at least one and up to three 45-minute prep blocks per day during which time their students are participating in gym, the arts, Spanish, tech center or library time. These periods are exclusive of the 18 minute prep period available for them from 7:30 to 7:48 in the morning prior to when instruction begins. Depending on the number of prep periods they have, they will teach core subjects, Math, ELA, Science and Social Studies from 180 minutes to 298 minutes per day. In addition, classroom teachers facilitate the 28 minute Morning Meeting daily.

Every Thursday, all instructional staff will be engaged in a 75 minute schoolwide professional development period from 3:45-5:00 pm.

The following narrative describes a typical day and week in the life of an OWN Charter School 2 teacher:

A Day and Week in the Life of an OWNCS Charter School Teacher
Kindergarten

Monday:

7:50-8:18-Morning Meeting- Greet students at the door. Remind them of unpacking procedures. Read words on the board as they prepare for morning work. Students continue to arrive to school till about 8:15am. I will check folders and communicate with any parents that contact me. Students continue to unpack and start morning work. I remind students about proper sentence formation and to refer to their writing checklist on desks. Morning meeting starts around 8:05. Students transition to carpet area. During this time I have morning meeting captain lead the meeting. This is a routine everyday: Schedule, calendar, meteorologist/weather, days of school, vowel sounds, snap word review.

8:21-9:06: ELA- Reading workshop- Introduce new snap words/word family/vocabulary words for the week. Move into mini lesson and introduce teaching point. Model the teaching point. Students will practice teaching point. Review expectations of what reading workshop looks and sounds like. Transition back to the tables. Students will either read with partners or independently depending on teaching point of the day. Here is where guiding reading groups occur and book shopping for one group. I meet with my lower performing group on Mondays to re-teach snap/word families and other skills that have not been mastered.

Class bathroom/water break

9:09-9:54:ELA – Writing workshop- students enter back in classroom to the carpet area. I will ask questions to engage prior knowledge of our skill for writers workshop. I remind students of their super powers and we “charge them”. Students turn and talk to partner about the skill and main idea of what they choose to write about. I will call on several partners to share their ideas. I will project notebook paper/ writing paper template to ensure proper placement of words. Students transition back to tables in their writing groups. Writers folders are handed out and students begin work. I pull my lower group for 15 min and help guide them on proper sentence formation etc. After 15 min- Higher group is pulled to “U” table and we work on adding more to their writing etc.

9:57-10:42: ELA- Center work time. Students are put into groups based up level and review skills that are needed. I meet with two groups during this time and work on a rotation throughout the week. At 10:30 students line up for lunch and return to the classroom to eat.

10:45-11:33: LUNCH - This is my time to eat, call parents, catch up on morning duties, prep for next subject, make copies, etc

11:33-12:18: SPANISH – Students are in Spanish. This is my time to prep lessons, go to any scheduled meetings, clean room, grade work, hang bulletin boards, **etc.**

Class bathroom/Water break

12:21-1:06: MATH – Students come in and go to carpet area. I start math with words problems. I will project word problems on the board and read aloud. I remind students of the CUBES strategy. I guide them for the first 2. White boards are handed out and students will work with a partner for the next few problems.

1:09-1:54 : MATH – Bookkeepers will hand out math books and students will open to next lesson. Mini lesson will occur while TA prepares manipulatives, guided practice, independent (differentiated) practice, and share out. Bookkeepers place books away and manipulatives are cleaned up by table captains. I prepare students to get their jackets and get ready for recess.

1:57-2:43: RECESS/SNACK – Students line up for recess if weather is nice. I meet with the kindergarten team to discuss lessons and any upcoming events. Students come back in at 2:30 to eat snack.

2:45-3:00: DISMISSAL- Students throw away their snack. I chose student to hand out red homework folders. Any notices are handed out and students pack up. I am helping to organize the students, zip jackets, tie shoes, and organize walkers, bussers, after school students. Walkers dismiss first, next is afterschool, and I take the bussers.

Tuesday:

7:50-8:18-Morning Meeting- Greet students at the door. Remind them of unpacking procedures. Read words on the board as they prepare for morning work. Students continue to arrive to school till about 8:15am. I will check folders and communicate with any parents that contact me. Students continue to unpack and start morning work. I remind students about proper sentence formation and to refer to their writing checklist on desks. Morning meeting starts around 8:05. Students transition to carpet area. During this time I have morning meeting captain lead the meeting. This is a routine everyday: Schedule, calendar, meteorologist/weather, days of school, vowel sounds, snap word review.

8:21-9:06: ELA- Reading workshop- Review new snap words/word family/vocabulary words for the week. Move into mini lesson and introduce teaching point. Model the teaching point. Students will practice teaching point. Review expectations of what reading workshop looks and sounds like. Transition back to the tables. Students will either read with partners or independently depending on teaching point of the day. Here is where guiding reading groups occur and book shopping for one group.

Class bathroom/water break

9:09-9:54:ELA – Writing workshop- students enter back in classroom to the carpet area. I will ask questions to engage prior knowledge of our skill for writers workshop. I remind students of their super powers and we “charge them”. Students turn and talk to partner about the skill and main idea of what they choose to write about. I will call on several partners to share their ideas. I will project notebook paper/ writing paper template to ensure proper placement of words. Students transition back to tables in their writing groups. Writers folders are handed out and students begin work. I pull my lower group for 15 min and help guide them on proper sentence formation etc. After 15 min- Higher group is pulled to “U” table and we work on adding more to their writing etc.

9:57-10:42: MATH – Bookkeepers will hand out math books and students will open to next lesson. Mini lesson will occur while TA prepares manipulatives, guided practice, independent (differentiated)

practice, and share out. Bookkeepers place books away and manipulatives are cleaned up by table captains.. At 10:30 students line up for lunch and return to the classroom to eat.

10:45-11:33: LUNCH - This is my time to eat, call parents, catch up on morning duties, prep for next subject, make copies, etc

Class bathroom/Water break

11:33-12:18: ELA- Center work time. Students are put into groups based up level and review skills that are needed. I meet with two groups during this time and work on a rotation throughout the week. At 10:30 students line up for lunch and return to the classroom to eat.

12:21-1:06: Library- This is time where I will contact any parents, prep for next subject, clean the classroom, go to any scheduled meetings, input grades into PowerSchool

1:09-1:54 : Social Studies- Mini lesson, students turn and talk about objective, model independent practice, students transition to tables. I rotate to ensure students are on task and sit with lower performing students.

1:57-2:43: RECESS/SNACK – Students line up for recess if weather is nice. I meet with the kindergarten team to discuss lessons and any upcoming events. Students come back in at 2:30 to eat snack.

2:45-3:00: DISMISSAL- Students throw away their snack. I chose student to hand out red homework folders. Any notices are handed out and students pack up. I am helping to organize the students, zip jackets, tie shoes, and organize walkers, bussers, after school students. Walkers dismiss first, next is afterschool, and I take the bussers.

Wednesday:

7:50-8:18-Morning Meeting- Greet students at the door. Remind them of unpacking procedures. Read words on the board as they prepare for morning work. Students continue to arrive to school till about 8:15am. I will check folders and communicate with any parents that contact me. Students continue to unpack and start morning work. I remind students about proper sentence formation and to refer to their writing checklist on desks. Morning meeting starts around 8:05. Students transition to carpet area. During this time I have morning meeting captain lead the meeting. This is a routine everyday: Schedule, calendar, meteorologist/weather, days of school, vowel sounds, snap word review.

8:21-9:06: STEAM- Students stay in the classroom and the STEAM teacher pushes in. I will stay in the classroom to help assist her with any activities she has planned.

Class bathroom/water break

9:09-9:54:ELA – Writing workshop- students enter back in classroom to the carpet area. I will ask questions to engage prior knowledge of our skill for writers workshop. I remind students of their super powers and we “charge them”. Students turn and talk to partner about the skill and main idea of what they choose to write about. I will call on several partners to share their ideas. I will project notebook paper/ writing paper template to ensure proper placement of words. Students transition back to tables in their writing groups. Writers folders are handed out and students begin work. I pull my lower group for 15 min and help guide them on proper sentence formation etc. After 15 min- Higher group is pulled to “U” table and we work on adding more to their writing etc.

9:57-10:42: MATH – Bookkeepers will hand out math books and students will open to next lesson. Mini lesson will occur while TA prepares manipulatives, guided practice, independent (differentiated) practice, and share out. Bookkeepers place books away and manipulatives are cleaned up by table captains.. At 10:30 students line up for lunch and return to the classroom to eat.

10:45-11:33: LUNCH - This is my time to eat, call parents, catch up on morning duties, prep for next subject, make copies, etc

Class bathroom/Water break

11:33-12:18: Science- Mini lesson, students turn and talk about objective, model independent practice, students transition to tables. I rotate to ensure students are on task and sit with lower performing student. We stop science a little early to ensure enough time to get students to the gymnasium

12:21-1:06: Students are paired up and walked to the sports complex

1:09-1:54 : Social Studies- Mini lesson, students turn and talk about objective, model independent practice, students transition to tables. I rotate to ensure students are on task and sit with lower performing students

1:57-2:43: RECESS/SNACK – Students line up for recess if weather is nice. Students come back in at 2:30 to eat snack.

2:45-3:00: DISMISSAL- Students throw away their snack. I chose student to hand out red homework folders. Any notices are handed out and students pack up. I am helping to organize the students, zip jackets, tie shoes, and organize walkers, bussers, after school students. Walkers dismiss first, next is afterschool, and I take the bussers.

Thursday:

7:50-8:18-Morning Meeting- Greet students at the door. Remind them of unpacking procedures. Read words on the board as they prepare for morning work. Students continue to arrive to school till about 8:15am. Remind students to keep jackets on the back of their chairs for gym. Students continue to unpack and start morning work. Morning meeting starts around 8:05. During this time I have morning meeting captain lead the meeting. This is a routine everyday: Schedule, calendar, meteorologist/weather, days of school, vowel sounds, snap word review.

8:21-9:06: ELA-Reading workshop- Review new snap words/word family/vocabulary words for the week. Move into mini lesson and introduce teaching point. Model the teaching point. Students will practice teaching point. Review expectations of what reading workshop looks and sounds like. Transition back to the tables. Students will either read with partners or independently depending on teaching point of the day. Here is where guiding reading groups occur and book shopping for one group

9:09-9:54: GYM - This is an extra gym period for the students. They stay at the ES for this time. Either they are in the courtyard or in the classroom. I will go upstairs to teacher room to make copies, catch up with grading, prepare next week lessons, answer parents emails/texts

9:57-10:42: SPANISH- Students transition to spanish room. This is the time I dedicate to lesson planning and planning/prepping my differentiated groups. I organize them depending upon skill level and reading level. This is done both for ELA/Math grouping. Students leave spanish early at 10:30 to line up for lunch.

10:45-11:33: LUNCH- Students are in the classroom for lunch. I will go out for lunch on Thursdays and Fridays.

11:33-12:18: ELA- Writing workshop- students enter back in classroom to the carpet area. I will ask questions to engage prior knowledge of our skill for writers workshop. I remind students of their super powers and we “charge them”. Students turn and talk to partner about the skill and main idea of what they choose to write about. I will call on several partners to share their ideas. I will project notebook paper/ writing paper template to ensure proper placement of words. Students transition back to tables in their writing groups. Writers folders are handed out and students begin work. I pull my lower group for 15 min and help guide them on proper sentence formation etc. After 15 min- Higher group is pulled to “U” table and we work on adding more to their writing etc.

12:21-1:06: MATH - Students transition to carpet area. I start math with words problems. I will project word problems on the board and read aloud. I remind students of the CUBES strategy. I guide them for the first 2. White boards are handed out and students will work with a partner for the next few problems.

1:09-1:54 : MATH- Bookkeepers will hand out math books and students will open to next lesson. Mini lesson will occur while TA prepares manipulatives, guided practice, independent (differentiated) practice, and share out. Bookkeepers place books away and manipulatives are cleaned up by table captains. I prepare students to get their jackets and get ready for recess.

1:57-2:43: RECESS/SNACK – Students line up for recess if weather is nice. I meet with the kindergarten team to discuss lessons and any upcoming events. Students come back in at 2:30 to eat snack.

2:45-3:00: DISMISSAL- Students throw away their snack. I chose student to hand out red homework folders. Any notices are handed out and students pack up. I am helping to organize the students, zip jackets, tie shoes, and organize walkers, bussers, after school students. Walkers dismiss first, next is afterschool, and I take the bussers.

3:45-5:00: This is the time for staff development on various topics. Developments topics have included training for NWEA testing, how to incorporate differentiation, use of Epi-Pens, time for curriculum planning, grading, report cards, ways we can incorporate technology, Lock down training, etc . Professional developments allow me as an educator to perfect my practice in many different ways. I appreciate this time OWNCS allows us to educate ourselves. For example, I have several students in my class that require epi-pen treatment if necessary. I am confident in my training if any situation may occur after being professionally trained to administer. Professional development at OWNCS helps us as educators analyze student achievement data, identify any learning problems, develop solutions, and promptly apply those solutions to address the needs of our students.

Friday:

7:50-8:18-Morning Meeting- Greet students at the door. Remind them of unpacking procedures. Read words on the board as they prepare for morning work. Students continue to arrive to school till about 8:15am. Students continue to unpack and start morning work. Morning meeting starts around 8:05. During this time I have morning meeting captain lead the meeting. This is a routine everyday: Schedule, calendar, meteorologist/weather, days of school, vowel sounds, snap word review.

8:21-9:06: ELA- Writing workshop- students enter back in classroom to the carpet area. I will ask questions to engage prior knowledge of our skill for writers workshop. I remind students of their super powers and we “charge them”. Students turn and talk to partner about the skill and main idea of what they choose to write about. I will call on several partners to share their ideas. I will project notebook paper/ writing paper template to ensure proper placement of words. Students transition back to tables in their writing groups. Writers folders are handed out and students begin work. I pull my lower group for 15 min and help guide them on proper sentence formation etc. After 15 min- Higher group is pulled to “U” table and we work on adding more to their writing etc. Writing workshop is stopped a little early to prepare students to transition to the sports complex.

9:09-9:54: GYM - Students are paired up and walk to the sports complex

9:57-10:42: SCIENCE - Mini lesson, students turn and talk about objective, model independent practice, students transition to tables. I rotate to ensure students are on task and sit with lower performing student.

10:45-11:33: LUNCH - Students are in the classroom for lunch. I will go out for lunch on Thursdays and Fridays.

11:33-12:18: MATH - Bookkeepers will hand out math books and students will open to next lesson. Mini lesson will occur while TA prepares manipulatives, guided practice, independent (differentiated) practice, and share out. Bookkeepers place books away and manipulatives are cleaned up by table captains.

12:21-1:06: SS- Mini lesson, students turn and talk about objective, model independent practice, students transition to tables. I rotate to ensure students are on task and sit with lower performing students.

1:09-1:54 : TECHNOLOGY - TA takes lead in the lesson. Laptop cart is brought into the classroom and students are either asked to go on RAZ kids/ IXL/ ABCYA.

1:57-2:43: RECESS/SNACK – Students line up for recess if weather is nice.. Students come back in at 2:30 to eat snack.

2:45-3:00: DISMISSAL- Students throw away their snack. I chose student to hand out red homework folders. Any notices are handed out and students pack up. I am helping to organize the students, zip jackets, tie shoes, and organize walkers, bussers, after school students. Walkers dismiss first, next is afterschool, and I take the bussers.

7. Specific Populations

While OWN Charter School 2 will implement specific programs and supports to specific populations of students as described in this section, it is important to emphasize that OWN Charter School 2's educational approach as a whole is designed to ensure that all children, including those children most at-risk of academic failure, will be able to meet CCSS. In particular, the following elements of the OWN Charter School maximize our student's attainment of the skills and knowledge necessary to meet CCSS.

The *workshop model* that will be utilized in the OWN Charter School 2 classroom is an ideal instructional model to differentiate instruction especially as it relates to different ability-levels of student groupings—Title I, ELLS, Special Education students, gifted students, etc. In the workshop model, during the practice/application phase of the workshop, teachers can pull individual students or small groups of students for additional and differentiated instruction. Additionally in the K-2 classrooms, there will be an Assistant Teacher providing support in the classroom thus further leveraging the capacity for differentiation through the workshop model.

OWN Charter School 2 is committed to *data-driven instruction*. Teachers will continuously use data, both formal and informal, to inform their instruction. Ongoing formal and informal assessments are an integral part of the workshop model allowing teachers to address student needs on a real time basis within the construct of the model. Teachers will use data to inform both individual conferencing with students as well as in the groupings of students for guided instruction. Through professional development, use of appropriate technologies and ongoing analysis of and communication about student assessment data, the school will systematically and effectively identify the needs of individual students, and especially of at-risk students, and tailor instruction to address them.

OWN Charter School 2's integration of *sheltered instruction* in core subjects to address the needs of ELLs is also a strategy that provides universal access to *all* students to the content that is taught. Students from poverty level backgrounds suffer from language deficits due to the lack of language exposure, including exposure to standard spoken and written English, in their homes. According to George Farkas in *Teaching Low Income Children to Read at Grade Level*, "low-come children begin first grade approximately one instructional year below middle-class children because ... (they) typically suffer from imitation of nonstandard speech patterns, too little conversation with adults, too little practice using language to express complex ideas, too little opportunity to develop reasoning skills, weak vocabulary development, too little experience with books, and little or no instruction and practice with phonological awareness and other pre-reading skills such as learning the names of letters and the sounds they make."¹ While they may not be ELLs, children from poverty level backgrounds face their own challenges and deficits in English language acquisition and development.

OWN Charter School 2's curriculum has an unwavering focus on literacy. OWN Charter School's curriculum emphasizes the integration of listening, speaking, reading and writing skills in all subject areas in all grades and incorporates topic-appropriate leveled readers in daily lesson plans in math, science and social studies. OWN Charter School 2 students thus are continually engaged in hearing, reading, and understanding the written and spoken word through being read to, reading out loud and reading silently as part of every subject they study. This focus is beneficial to all students and has particular importance to ELLs and other students at-risk of academic failure who need comprehensive and continual exposure to language as well as support in the development of their English language

¹ Farkas, George; Symposium on Utopian Visions: Engaged Sociologies for the 21st Century. *Contemporary Sociology* 29, number 1 (January): 53-62

skills. Teachers also use the construct of the workshop model to develop their students' spoken language skills. During student collaboration and guided instruction time, teachers will guide students in their collaborative work by modeling how children should talk with each other, how they should build on each other's ideas, how to pull each other forward. Since language is essential in proffering and developing ideas, teachers will constantly guide students in formulating their thoughts, eliciting from them the reasons for what they are saying.

The founders of the OWN Charter School 2 believe that the school culture is a critical factor in ensuring the success and achievement of all students, including those at-risk. OWN Charter School 2's school culture program, *"Pillars of a Positive Community"* provides the framework for the building of an intimate school community based on shared culture, shared language and shared experiences where all stakeholders engage in the exploration of the significance of the ten pillars and embody their meaning in all that they do. Such a community allows all students, especially those students most in need of support and intervention to succeed, to feel safe to take the risks necessary to succeed without fear of ridicule by their peers.

Further, we recognize that high expectations are at the core of any successful program to improve the achievement of at-risk students, and that all members of the school community must believe that all students can learn.² Our commitment to high expectations will be reflected in curricula, instruction and the interactions between students and adult members of the school community. Under the leadership of the Principal, who will model the expected behavior, all school staff and stakeholders will treat students respectfully, hold students accountable to high standards of achievement and demonstrate on an ongoing basis their expectation that all students will succeed.

(a) Struggling Students

Discuss the proposed school's methods and strategies for identifying and serving students who are struggling academically and at-risk of academic failure including:

- **How the school will determine and identify which students are struggling including within the context of a Response to Intervention ("RtI") program. The applicant should clearly define the term "struggling student" as it would be applied in the school;**
- **The strategies, programs and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.;**
- **Any research or evidence that supports the appropriateness of the proposed approach; and,**
- **The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.**

OWN Charter School 2 defines "struggling students" as those who are at risk of not meeting proficiency in English and math or who present significant behavioral and/or social and emotional challenges and fail to respond to interventions. These students can fall into many categories, including ELLs and students with disabilities (SWD), populations that will be discussed in parts (b) and (c) of this question. For the purposes of this part of our response regarding specific populations, we are focusing as those

² See *Strengthening At-Risk Students' Affiliation with the School*, a research brief prepared for the Principal's Partnership (a program of the Union Pacific Foundation) by Christi Edge, Secondary Education, University of South Florida, 2009, <http://www.principalspartnership.com/affiliation.pdf>

who would be identified as eligible for services under Title I³ (and these students may be a part of the ELL population, the Special Education population and the general education population). Annually, students will be identified as struggling students based on their performance on the most recent administration of the New York State ELA and Math assessments (Grades 3-5), NWEA MAP Reading and Math assessment, and/or Running Records. Similar to the process for identifying ELLs, cut-off points will be established in both the Reading/Language Arts and Mathematics on these assessments. Students who perform below those established cut-off points will be eligible for academic intervention services, including those funded through Title I. Other factors, including behavioral issues, teacher recommendations, etc. when interventions implemented have failed to improve a student's performance, may designate a student as struggling even when his or her assessments may indicate that he or she is not in need of academic interventions.

Intervention for Struggling Students at OWN Charter School 2

A teacher may refer a struggling student to the School's Student Intervention Team (SIT), described below in the Special Education section of this response. The OWN Charter School 2 SIT provides a school-based mechanism to enable school personnel to meet the needs of individual children within the school who are having difficulty in the educational setting. It is a team comprised of an administrator, , ELA Coach, classroom teachers, social worker, special education teacher, reading specialist, parents and ELL teacher, as necessary, which implements the schools' Response to Intervention (RTI) process. The team is child-centered and facilitates a process that results in the implementation of accommodations, services, and interventions that will enable the child to be successful in school. Classroom teachers provide records of observation, assessment data, intervention data and other information for review by the SIT.

The SIT will review the student's behavior and academic performance, interview the student's teacher(s), and consult with the student's parents and offer recommendations. The SIT may use the Pre-Referral Intervention Manual (PRIM)⁴ to guide the identification of RTI strategies. The options to be considered exist along a wide continuum of support, ranging from mild accommodations to extensive intervention and may be available within the school, the district of residence or located elsewhere in the community. The SIT has the responsibility to: (1) Review any problems (academic/developmental, behavioral, social/emotional) interfering with the child's performance in school; (2) Brainstorm solutions; (3) Make recommendations to meet the child's needs; and (4) Monitor/review results of the recommendations. The monitoring and review process takes place approximately every 6 weeks after the SIT analyzes internal assessment results, including NWEA MAP Reading and Math, i-Ready, Running Records, and other internal assessments.

If there is no improvement in the student's academic or other areas of concern the student will receive intensive academic intervention. The school will have an appropriately certified Reading Specialist beginning with its first year of operations. In addition, OWN Charter School 2 will utilize specific reading intervention programs—such as Wilsons *Foundations* and Fountas and Pinnell *Leveled Literacy Intervention*. While the school will have a Reading Specialist, OWN Charter School 2 considers that all instructional staff will be involved with providing instruction to struggling students. The Principal, and later instructional coaches, will play leadership roles in providing support and guidance to all teachers in their work to ensure all students meet or exceed the School's learning standards. In terms of

³ OWN Charter School 2 intends to become a schoolwide program for Title I after initially being a Title I Targeted Assistance Program in its first year of operations.

⁴ <http://www.hawthorne-ed.com/images/pre-referral/samples/h00680sb.pdf>

instructional support specialists, the School will have:

- The Reading Specialist who may work collaboratively with the classroom teachers in both a push-in and pull-out model in order to effectively address academically at-risk students' needs;
- Special education teachers who are devoted to meeting the needs of struggling students who are also classified as special education students. However, through the inclusion model, particularly in the designated ICT classroom at each grade level, special education teachers are able to positively impact all students in the classroom as all students are able to benefit from the instructional strategies special education teachers use to address the needs of special education students;
- ELL Teachers who are devoted to meeting the needs of struggling students who are also classified as ELLs. However, through sheltered instructional strategies, ELL teachers are able to positively impact all students in the classroom as discussed above.
- The Social Worker who will provide counseling support to students and families where personal and family issues may impact student academic achievement. (a) Guidelines to support at-home specific reading and/or mathematics skills, comprehension, and strategy development; (b) Creation of at-home "work space" and time to support academic development; (c) Coordination and outreach for additional academic support services such as tutoring and/or counseling; and (d) Promotion of school-family partnership focused on providing consistent language used by school and home in discussing reading, writing, and math.

A referral to the CSE should be considered only when it is clearly demonstrated and documented that the interventions, curriculum modifications, prevention strategies, and remedial services are insufficient to address the student's needs.

Throughout the year, teachers and instructional specialists with oversight and support from the Principal and instructional coaches will evaluate the progress of the struggling students from their performance on ongoing student assessments and student classroom observations. The workshop model facilitates instructional staff being able to make real time modifications to the lesson plans and instructional strategies to address the needs of struggling students. The performance of struggling students will also be measured using the Running Records, formative and summative assessments and standardized assessments like the NWEA MAP, i-Ready and the New York State assessments. Analysis of assessment data will allow us to see progress or lack of progress and particular areas in which progress was or was not made. Students meeting established cut-off points will no longer be considered students in need of academic intervention.

(b) Students with Disabilities

Discuss the proposed school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. Include:

- **A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances (see Appendix B).**
- **The process for identifying students with disabilities (child find), especially within the context of the school's RtI process;**
- **The resources, personnel (including administrative responsibilities), direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech**

therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.);

- **The services or settings that will be provided by the school district of the student's residency or through a third party contract (pursuant to the Act);**
- **Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;**
- **The process for coordination between general education teachers and special education teachers or service providers;**
- **The process that will be used to monitor the achievement and progress of students with disabilities;**
- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and,**
- **Specific professional development for identifying, supporting and evaluating the progress of special education students including the implementation of RtI and behavioral intervention plans (BIPs) in the classroom.**

OWN Charter School 2 will not discriminate in its admission or enrollment policies on the basis of students having or being suspected of having a disability. The School will provide instruction to students with disabilities in the most inclusive environment possible with their non-disabled peers to the extent appropriate and subject in all instances to the requirements and restrictions included in each student's IEP prepared by the Committee on Special Education (CSE) of the student's district of residence and in accordance with all applicable federal and state laws and regulations (e.g. IDEA). The School will ensure that the special education programs and services as indicated on each student's IEP will be provided directly to the student during school hours. The School will provide support services to students to ensure that IEP mandates and measurable goals are met. The School will not place a student in a learning environment that is inconsistent with the IEP. Students with disabilities will also be expected to participate in, and receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students to the extent allowed by the IEP. Students with disabilities will receive all notices concerning school-sponsored programs, activities, and services. Should OWN Charter School 2 be authorized, we will agree to abide by all the Special Education assurances contained in Appendix B of the 2016 SUNY RFP to Establish New Charter Schools.

Identification of SWD

OWN Charter School 2 will comply with the federal Child Find requirements (34 CFR §300.125), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers—the Student Intervention Team (SIT)—to identify any possible indication that the child may need a specialized or Intensive Education Program, or referral to the CSE of the student's district of residence. The Principal of OWN Charter School 2 with support of the operations manager will ensure that the most recent IEPs of students already identified as students with disabilities who have been accepted into the school will be forwarded by their previous schools to OWN Charter School 2 in a timely manner. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

OWN Charter School 2 will implement a Response to Intervention (RTI) model to respond to the needs of struggling students. The SIT, composed of administrators, coaches, teachers, social worker, special

education teacher, reading specialist, parents and ELL teacher, as necessary, is the school-based student support team that carries out the RtI process. This system offers a multi-tiered system of interventions to provide support to students at the first sign of struggle and works to block unnecessary CSE referrals, thereby avoiding misclassification of students with disabilities. Prior to the initial SIT meeting regarding a particular student, the special education teacher or the Social Worker (if primarily a behavioral referral) may conduct an observation of the child in the classroom in order to bring these observations to the meeting. At the initial SIT meeting, the classroom teacher shares work samples, recent informal and formal assessments, behavior logs, strategies tried and the student's interests, strengths and weaknesses. The classroom teacher discusses his or her concerns regarding the child based on the evidence he or she is presenting. Together the team develops strategies to address the student's needs and to stimulate academic or emotional growth, either through differentiation (Tier I) or a behavior or academic intervention (Tier II). Tier I supports range from classroom modifications to curricular adjustments. If the student does not progress within the Tier I modification, the SIT will determine the student's eligibility for a Tier II intervention.

If a Tier II intervention is necessary, the team will design an intervention by: establishing a target behavior and/or a measurable goal, determining method and frequency of delivery (push-in or pull-out, and number of times per week), designating the point person for delivery of the intervention (classroom teacher, Reading Specialist, ELL teacher, etc.), outlining the instructional plan, establishing the intensity of the intervention by defining the group size, designing or specifying assessments (baseline, on-going, and final), defining data collection procedures, and establishing the duration of the intervention (generally 6 weeks). A follow up SIT meeting is scheduled in order to evaluate intervention effectiveness and student response. At this meeting, the team analyzes collected data, observations, and work samples to determine whether to terminate the intervention, continue the existing intervention, modify the intervention (reduce group size, content, method of delivery, etc.), or move the student into a more intensive/specialized instruction reserved for students with disabilities—a step that is simultaneous with a referral for a special education evaluation (Tier III). Students are only referred for a Special Education evaluation after interventions have been tried and documented, and when there is sufficient clear and measurable data showing the student has proved “un-responsive” to research-based interventions.

Once a decision has been made to refer a student for a special education evaluation, an official meeting will be called with the family of the child and a referral may be developed. The referral is made in writing to the Chairperson of the CSE of the NYCDOE for an individual evaluation and determination of eligibility for special education programs and services. A copy of the referral, along with the procedural safeguards notice described in 34CFR§300.504 will be sent to the student's parents/guardians. Initial evaluations, re-evaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the school district of a student's residence (see 34 CFR §§300.22, 300.312 and 300.340 *et al*). OWN Charter School 2 will implement the IEP developed by the CSE of the student's district of residence for each student with a disability, and will cooperate with the student's district of residence to ensure that all services as recommended in that IEP are provided to the student. OWN Charter School 2 will provide substitute coverage for teachers as necessary to ensure they are able to attend CSE meetings. As required by the IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP.

OWN Charter School 2 will hire appropriately certified special education staff to provide services, under the supervision of the Principal and, when hired, the Education Corporation Director of Special Student Services. During the first two years of operations, the Principal will serve as Special Education Coordinator, after which time the responsibilities will be assumed by the Education Corporation Director

of Special Student Services. Coordination involves overseeing OWN Charter School 2's special education program, which includes but is not limited to, managing IEP record-keeping, ensuring compliance with all IEP requirements and regulations, managing the review and referral process, ensuring provision of services as mandated on IEPs, progress monitoring and submitting all required reports in compliance with 34 CFR§300.750. OWN Charter School 2 intends to provide SETSS and one ICT classroom setting within any particular grade, 1st through 5th, should such a mandated setting be required in the IEPs of its enrolled SWD. Therefore, in addition to the special education teacher who would work collaboratively with the general education teacher in the ICT classroom at each grade level, 1st through 5th, as may be required by our enrolled SWDs' IEPs, OWN Charter School 2 will also have one special education teacher on each grade level, K-5, to provide SETSS. OWN Charter School 2 will have a full time social work staff (a certified social worker for each grade span Grades K-2 and Grades 3-5) to provide IEP-mandated counseling to SWD in addition to providing counseling services to other students within the general education population.

OWN Charter School 2 will also work with the NYCDOE to ensure that students receive speech language pathology and audiologist services; psychological services; physical and occupational therapy; and other related services as needed by its enrolled SWD's IEPs. Special education students in OWN Charter School 2 will receive their adapted curriculum work and other therapies, such as speech-language therapy and occupational therapy in a setting that is in accordance with their IEPs. The school will ensure that the teacher of a student with a disability is knowledgeable about the student's needs and will help implement any modifications or accommodation as determined by the CSE of the student's district of residence. In any event that OWN Charter School 2 is unable to provide services in accordance with the student's IEP, it will rely on the school district of the student's residence to provide services.

OWN Charter School 2's special education staff and services providers will support classroom teachers, work in the general education classroom with SWD individually and in small groups, provide resource room services and serve as consultants to the overall school community. The staff will work with general education teachers, specials teachers and the ELL teacher and reading specialist to support the education of SWD in a manner consistent with and supportive of the students' IEPs. They will also ensure the teachers are knowledgeable about the needs of SWD, informed of their responsibilities for particular students, receive the support they need to implement each student's program, and implement any necessary modifications or accommodations in their classes. Every teacher of an SWD will be provided a copy of the student's IEP and corresponding information, training and support by the special education staff to ensure their understanding of the student's needs and their responsibilities to implement required modifications or accommodations.

All teachers will receive ongoing training regarding the education of SWD including during pre-opening Professional Development (PD) each school year. PD will also address the needs of the SWD by emphasizing differentiation and ongoing assessment of work. For example, teachers will be fully trained in RTI and the use of the PRIM to support intervention strategies as well as with the SWD referral process. OWN Charter School 2's embedded PD model provides additional time for ongoing training planning and collaboration specifically related to the education of SWD. OWN Charter School 2 will also utilize specific instructional materials for provide academic intervention for ELLs, SWD and struggling students, including *Wilsons Foundations*, *F&P Leveled Literacy Intervention*, *Lindamood Phoneme Sequencing Program (LIPS)* and *REACH* for ELLs.

We believe that everybody benefits from our special education model of inclusion. In particular, a key element of OWN Charter School 2's inclusion model is the *increased instructional intensity* that comes

through the collaboration between general education teachers with the special education teacher, specifically in the ICT classroom. By sharing responsibilities through team teaching, instructional staff is able to develop a more comprehensive program that can adapt to the needs of all students. The implementation of different teaching strategies and the modification of assignments to accommodate individual students is another element found in the proposed OWN Charter School 2 inclusion model. Adaptations and accommodations made within the class will be provided for individual students, and in some circumstances, may benefit the entire class.

There are many positive effects of inclusion, where both the students with special needs along with the other students in the classroom benefit. Research has shown positive effects for children with disabilities in areas such as reaching IEP goals, improving communication and social skills, increasing positive peer interactions, many educational outcomes, and post school adjustments. Positive effects on children without disabilities include the development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with nondisabled peers.⁵ Moreover, at least one author has studied the impact a diversified student body has on the general education population and has concluded that students with disabilities who spend time among their peers show an increase in social skills and academic proficiency.⁶ Several studies have been done on the effects of inclusion of children with disabilities in general education classrooms. A study on inclusion compared integrated and segregated (special education only) preschool students. The study determined that children in the integrated sites progressed in social skills development while the segregated children actually regressed.⁷ Another study showed the effect of inclusion in grades 2 to 5. The study determined that students with specific learning disabilities made some academic and affective gains at a pace comparable to that of normal achieving students. Specific learning disabilities students also showed an improvement in self-esteem and in some cases improved motivation.⁸ A combination of inclusion and pull-out (partial inclusion) services has been shown to be beneficial to students with learning disabilities in the area of reading comprehension, and preferential for the special education teachers delivering the services.⁹

Finally, advocates say that there are many children and young people who do not fit in (or feel as though they do not), and that a school that fully includes all students, including students with disabilities, feels welcoming to all. Advocates for inclusion say that the long-term effects of typical students who are included with special needs students at a very young age have a heightened sensitivity to the challenges that others face, increased empathy and compassion, and improved leadership skills, which benefits all of society.¹⁰ Inclusive education can be beneficial to all students in a class, not just students with special

⁵ Bennett, T., Deluca, D., & Bruns, D. (1997). Putting inclusion into practice: perspectives of teachers and parents. *Exceptional Children*, 64.

⁶ Trainer, M. (1991). *Differences in common: Straight talk on mental retardation, Down Syndrome, and life*. Rockville, MD: Woodbine house.

⁷ Sale, P., & Carey, D. (1995). The Sociometric status of students with disabilities in a full-inclusion school. *Exceptional Children*, 62.

⁸ Banerji, M., & Dailey, R. (1995). A Study of the effects of an inclusion model on students with specific learning disabilities. *Journal of Learning Disabilities*, 28(8), 511-522.

⁹ Marston, Douglas. *The Journal of Special Education*, Vol. 30, No. 2, 121-132 (1996)

¹⁰ Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1998). *Choosing outcomes and accommodations for Children (COACH): A guide to educational planning for students with disabilities* (2nd ed.). Baltimore: Paul H Brookes Publishing Co.

needs. Some research shows that inclusion helps students understand the importance of working together, and fosters a sense of mutual respect and empathy among the student body.¹¹

Overall, the program of inclusion at OWN Charter School 2 is based on the needs—educationally, behaviorally, emotionally—of all students both general and special education, in mind. It is based on best practices and research in the field and is expected to foster both academic growth and social understanding for students.

(c) Discuss the proposed school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

- **The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs;**
- **The approach, resources, and personnel (including qualifications and reflecting associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings);**
- **The research and evidence that supports the appropriateness of this approach;**
- **The process for coordination between general education teachers and staff serving ELLs and professional development for general education teachers serving ELLs;**
- **The process that will be used to monitor the achievement and progress of ELLs including exit criteria;**
- **The process that will be used to evaluate the efficacy of the program, instructors, and ensure that the needs of ELL students are being met;**
- **How the school will make all necessary materials available to parents of ELLs in a language that they can understand; and,**
- **How the school will make after school and other extra-curricular programming accessible to ELLs.**

In order to ensure appropriate identification of students who are English Language Learners (ELL) and ensure they are not inappropriately identified as students with disabilities (SWD), OWN Charter School 2 will conduct the required screening and identification process outlined by the New York State Education Department (see <http://www.p12.nysed.gov/biling/docs/ELLIDCHARTrev.pdf> for a detailed description of this process). In summary, the process entails that upon entering OWN Charter School 2, all families are expected to complete a Home Language Information Survey (HLIS) in a language or format the parent or guardian best understands. This instrument will identify students that may be ELL and require further screening. Any student whose home language or first language is not English is then interviewed by the ELL teacher to determine the student's oral proficiency in English. Once this screening process is completed, the ELL teacher conducts a formal assessment of any student who speaks little or no English to determine the student's level of English proficiency by administering the NYS Identification Test for ELLs (NYSITELL). Future assessments of the student's English language proficiency are conducted in the Spring using the NYS English as a Second Language Achievement Test (NYSESLAT), the only assessment used to determine ELA proficiency and exit from ELL status. Parents of any student who is entitled to a bilingual program will be informed in writing of their right to have the student placed in a bilingual program. If the parent chooses to have their child remain at OWN Charter School 2, they will receive an explanation as to how ELL services will be provided at the school. The student will be provided a special language instructional program that is designed to teach English, as well as the general curriculum as outlined in the ESL standards.

¹¹ Gillies, R.M. (2004). The effects of cooperative learning on junior high school students during small group learning. *Learning and Instruction*, 14(2),197-213.

OWN Charter School 2 will have one ELL teacher for Grades K-2 and one ELL teacher for the Grade 3-5 span to provide push-in and pull-out instruction to small groups of ELLs in addition to supporting the classroom teachers. ELL teachers will be appropriately certified, in particular, OWN Charter School 2 will expect ELL teachers to have at least a Bachelor's degree and appropriate state certifications, at least two years of experience as an ESOL or ESL program teacher in an elementary school environment, demonstrated understanding of and experience in sheltered instruction techniques.

The approach that the ELL teacher will use in conjunction with the classroom teacher is one of *sheltered instruction*. Sheltered instruction is an approach for teaching content to English language learners in strategic ways that make the subject matter concepts comprehensible (i.e. provide access to mainstream, grade level content—not watering down the subject matter) while promoting the students' English language development. Research of ESL programs indicates successful performance on ELA assessments is based upon the development of both oral proficiency and cognitive academic language proficiency. Academic language proficiency includes the language skills required for literacy and complex thinking such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. Strategies that promote the acquisition of cognitive academic language proficiency include... sheltered English instruction.¹²

As Holly Hansen-Thomas, Assistant Professor of TESOL and Literacy Education at SUNY-Binghamton's School of Education writes in her report entitled, *Sheltered Instruction: Best Practices for ELLs in the Mainstream*, "Sheltered classes can be team-taught by an ESL teacher and a content-area teacher, or taught by a content-area specialist trained in sheltered instruction." We expect that our classroom teachers, through targeted professional development as well as through push-in support with a trained ELL teacher, will build their own capacities in integrating sheltered strategies in the classroom. Thus, we believe our instructional model will have the capacity to meet the needs of the ELLs we project to have in the elementary grades.

Sheltered instruction, also referred to as SDAIE (specially designed academic instruction in English), is a teaching style founded on the concept of providing meaningful instruction in the content areas for transitioning ELLs towards higher academic achievement while they reach English fluency. Sheltered instruction is a strategy that is effective within a variety of program models, including push-in and pull-out. Content instruction is provided in English with sheltered English instructional methods to make content comprehensible. Sheltered English Instruction is "a means for making grade-level academic content more accessible for English language learners while at the same time promoting their English language development."¹³

The ELL teacher will plan and work collaboratively with the classroom teachers to integrate language and content and infuse socio-cultural awareness to scaffold instruction for students learning English. Students' language learning is promoted through social interaction and contextualized communication, which can be readily generated in all subject areas.¹⁴¹⁵ The ELL teacher will guide students to construct

¹² Cummins, J. (1989). *Empowering minority students*. Sacramento, CA: California Association for Bilingual Education.

¹³ Short, D., Hudec, J. & Echevarria, J. (2002). *Using the SIOP Model: Professional Development Manual for Sheltered Instruction*. Washington, D.C.: Center for Applied Linguistics

¹⁴ Vygotsky, L. (1978). *Mind and society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. And Trans.). Cambridge, MA: Harvard University Press.

meaning from texts and classroom discourse and to understand complex content concepts by scaffolding instruction—beginning instruction at the current level of student understanding and moving students to higher levels of understanding through tailored support. The tailored support can include such strategies as adjusting their speech (paraphrasing, giving examples, providing analogies, elaborating student responses) to facilitating student comprehension and participation in discussions whether otherwise discourse might be beyond their language proficiency level.¹⁶ Another way the ELL teacher would work in sheltered instruction within the classroom is by adjusting instructional tasks so they are incrementally challenging (pre-teaching vocabulary before a reading assignment) and students learn the skills necessary to complete tasks on their own.¹⁷ Through these strategies, teachers can socialize students to the academic language setting.

Classroom teachers are also able to develop their own individual capacities to effectively teach the ELLs in their classrooms. Sheltered instruction requires effective collaboration between the ELL and classroom teacher, supported by professional development for all teachers working with ELLs—not just the ELL teacher. Through collaboration and professional development, the classroom teachers are also able to deepen their knowledge of and skills in sheltered instruction strategies that effectively reach ELLs, helping them develop English language without falling behind in content knowledge.

At OWN Charter School II, we expect the majority of sheltered instruction will occur in the classroom through a push-in model with the ELL teacher, the school will also implement a pull-out model with the ELL teacher as necessary. Since OWN Charter School 2 seeks to avoid ELLs missing content instruction in pull-out sessions, these pull-out sessions will, to the greatest degree possible, focus on English language development in the context of the particular content course. So, for example, if a group of ELLs are being pulled from social studies for small group English acquisition-focused instruction, the ELL teacher having planned in advance with the classroom teacher can develop his or her lesson plans around the content being covered that day in the social studies class.

OWN Charter School 2 will undertake a training program for all teachers. This training will be a standard part of the OWN Charter School 2 annual professional development plan. The staff development program will enhance staff appreciation for the ELLs' native language and culture, and provide information on the techniques, methods, and strategies appropriate for instructional and support services for ELLs.

OWN Charter School 2 will guarantee that materials and facilities for the implementation of the ELL instructional program will not be inferior to those materials and facilities available to English proficient students, and will be of the same quality and quantity available to the general student population. OWN Charter School 2 will translate all materials necessary for parents into the appropriate language spoken by non-English speaking parents. The Home Language Information Surveys will provide the school with information about the home languages spoken by our non-English speaking parents. These materials will be translated by members of the school staff who are proficient readers, writers and speakers of the targeted languages, and to the extent there is no one on staff available to translate these documents

¹⁵ Tharp, R., & Gallimore, R.(1988). *Rousing minds to life*. Cambridge: Cambridge University Press

¹⁶ Bruner, J. (1978). The role of dialogue in language acquisition. In A. Sinclair, R. Javella, & W. Levelt (Eds.), *The child's conception of language* (pp. 241-256). New York: Springer-Verlag.

¹⁷ Applebee, A., & Langer, J. (1983). Instructional scaffolding: Reading and writing as natural language activities. *Language Arts*, 60, 168-175.

into a targeted language, OWN Charter School 2 will hire a translation service.

All students at OWN Charter School 2 will be eligible to participate in after school and extra-curricular programming. The administration of the School will ensure that all non-English speaking parents (whether or not their child is an ELL) are aware of the after school program and all other extra-curricular programming and school celebrations by ensuring that all notifications are provided to parents in their respective language. The School will have in place a monitoring process to ensure that all members of the community are participating in these programs. Semi-annually, the Principal or his/her designee will conduct a comprehensive review of ELLs' participation in extra-curricular activities to identify any impediments to their full participation. The results of this review along with recommendation for improvement if necessary will be presented to the Education Corporation CEO who will present it to the Education Committee and full Board for approval as necessary.

(d) Gifted and Advanced Students

Discuss the proposed school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served including:

- **How the school will identify advanced and/or gifted and talented students; and,**
- **Strategies and/or programs the school will use to accelerate learning for advanced and/or gifted and talented students (both within general education classrooms and in other settings).**

Students are deemed academically advanced when they are performing above grade level in ELA and/or math. OWN Charter School 2 will identify advanced students who are exceeding grade level proficiency standards in ELA and/or math as measured by the NYS ELA and Math test, NWEA MAP reading and math and/or Running Records. Baseline assessments in reading, writing and math as well as teacher observations during conferring during ELA and math instruction can also be indicators of students who are deemed to be advanced.

Through the construct of the workshop model which promotes highly individualized instruction, teachers will be able to accelerate the learning for advanced students. The model supports teachers in teaching to the individual child as opposed to teaching to the middle where the needs of children at the top and bottom of the continuum are left unmet. During independent work time, teachers may engage advanced students on individual research projects that require their development of internet research capacities in order to obtain and read more advanced treatments of a specific subject matter. Leveled classroom libraries support accelerated readers in continuing to advance their reading and comprehension skills. Each classroom will be equipped with appropriate resources and technology that will facilitate advanced students' engagement in their work.

Through OWN Charter School 2's embedded professional development model, teachers will be supported in their capacity to differentiate their lessons to address the needs of all learners, whether that is allowing the academically advanced student to engage in more complex applications of a particular unit of study or supporting language development of the ELL student without sacrificing rigorous content in that same unit. Teachers will be expected to produce lesson plans that show evidence of how s/he has differentiated instruction for special groups of students who may be in his/her class including the academically advanced students. The lesson plans are expected to also indicate how s/he will assess students' attainment of the goals and objectives of the lessons.

Advanced students will also be the subject of the SIT and teachers will engage in conversations around strategies to continue to accelerate the learning of advanced students.

Program Evaluation for Special Populations

The Principal of OWN Charter School 2 with support from the Education Corporation CEO and Director of Curriculum, Instruction and Assessment (when hired in Year 3), will engage in a data-driven process for the evaluation of its programs and services for all of its students, including those specifically for ELLs, SWD, Struggling Students and Advanced Students. The Progress Monitoring process described in **Response 05f-Programmatic Audit** and **Response 08d-Professional Development** will enable OWN Charter School 2 to make adjustments and revisit goals and expectations of our programs for these specific populations. These programs and services will be assessed on an ongoing basis using disaggregated student performance data.

For SWD and ELLs, OWN Charter School 2 will use this information to determine student progress against IEP goals and English language acquisition as measured by the internal assessments and the annual NYSESLAT, respectively, as well as against our charter accountability goals. The data will inform any modifications that are necessary to our intervention models. The Principal and Education Corporation Director of Special Student Services will provide a report semi-annually to the Education Corporation CEO on the academic progress of SWD and ELLs who in turn will present the results to the Education Committee of the Our World Neighborhood Charter School Education Board. The full Board will be kept apprised of this information as this data will be a part of the academic dashboard reviewed by the Board. Any proposed recommendations for modifications will be presented to the Education Committee and for approval by the Board as necessary.

Similarly, for struggling students and advanced students, the Principal and Education Corporation Director of Special Student Services will provide a report semi-annually to the Education Corporation CEO on the academic progress of these students against our accountability goals as well as, in the case of advanced students, unique individualized goals that may be established for these learners to ensure that they are continuing acquisition of skills and knowledge at an advanced pace and level. The CEO will share this information with the Board's Education Committee and the full Board and recommendations for modifications required to improve student performance will be presented to the full Board for approval, as necessary.

8. Instructional Leadership

(a) Instructional Leadership Roles

Describe instructional leadership in the school over the first five years of operation including:

- **Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school;**
- **The process and criteria for identifying and selecting instructional leaders; and,**
- **How instructional leaders will monitor the effectiveness of the academic program.**

In addition to being the overall school leader, the OWN Charter School 2 Principal will also be the primary instructional leader of the school, accountable for the ongoing successful implementation of the school's academic program. The Principal will operate under the supervision and support of the central office¹ Chief Executive Officer (CEO). In the area of instructional leadership, the Principal has overall responsibilities for recruiting, managing, evaluating, developing and retaining a team of extraordinary coaches and teachers; ensuring the use of effective, research-based teaching methodologies and practices; working with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning; keeping abreast of successful instructional methodologies and practices; ensuring consistencies in instruction and practice among the team of teachers; and ensure the learning environment and classroom instruction maximize student learning.

Supporting the Principal in instructional leadership will be the ELA and math instructional coaches (beginning in Year 2). The Principal may delegate any of the above-delineated responsibilities to the instructional coaches who would carry out such responsibilities with oversight from the Principal. The instructional coaches' overarching responsibilities are to work with the Principal to provide instructional leadership through ensuring:

- Curriculum development aligned with New York State and Common Core standards
- Skillfulness of teachers through job embedded professional development
- Systematic use of formative and summative assessment data
- Layers of learning support for all students

The Principal and instructional coaches, with support and guidance from the central office CEO, will monitor the effectiveness of the academic program through the school's Progress Monitoring Process. Progress monitoring of this type is a scientifically based practice² that is used to assess students' academic performance and evaluate the effectiveness of instruction. The Progress Monitoring Process provides the framework for instructional leaders and teachers to monitor the progress of students on an individual, aggregate and disaggregated basis.

The process for Progress Monitoring begins at the start of the school year where individual student's current levels of performance are determined and goals are identified for learning that will take place over time for individual students, all students and disaggregated groups of students. Students' academic performance is measured on a regular basis-approximately four to six weeks. Progress toward meeting the student goals, on an aggregate and disaggregated basis, is measured by comparing expected and actual rates of learning. In the first year of operation, OWN Charter School 2's Principal (after the first year of operations, the two instructional coaches will also be facilitators of these meetings) will meet with instructional staff every four to six weeks to engage in the Progress Monitoring Process. When students fall short of benchmarks, a plan of action is collaboratively developed by teachers with the

¹ Central office refers to the Education Corporation level employees as opposed to school level employees.

² Office of Special Education Programs (OSEP): *National Center on Student Progress Monitoring*.

support of the Principal and instructional coaches, so that the identified student needs will be addressed.

Data from Progress Monitoring sessions is used by the instructional leadership and instructional staff to inform modifications to classroom instruction, curricular adjustments and targeted professional development that respond to the Action Plan that is developed for each student or groups of students in order to ensure individual students as well as aggregate and disaggregated populations will meet performance benchmarks.

This process allows the Principal and instructional coaches to regularly monitor the effectiveness of the school's academic program, including intervention strategies for at-risk populations. Importantly, this data is shared with the central office CEO. The OWN Charter School 2 Principal and central office CEO provide a report of this information to the Education Committee of the Board of Trustees so that they can make informed decisions regarding any changes to the instructional program and human and financial resource allocation to support high student achievement.

OWN Charter School 2 has not yet selected its Principal. OWN Charter School 2 will seek a principal who has at least the following qualities, in addition to those listed in the Principal Job Description contained in **11(d)-Personnel Policies**, to ensure the School's academic and operational success.

- Understanding of, belief in and commitment OWN Charter School 2's mission and implementing the school academic program and operational design as presented in the charter and in this charter school application.
- Excellent communicator able to articulate the vision and strategic mission of the school and work collaboratively with teachers, parents, community leaders, Board members, our charter authorizer and others to continuously improve instructional excellence.
- The conviction that all students can be successful and all students should love to learn.
- A belief that a thorough and advanced education in math and science and the primary and secondary level is essential for success in the world of today and tomorrow.
- The ability and willingness to be held accountable for results and to hold others accountable for results.
- Strong interpersonal skills that are needed to inspire students' and teachers' efforts and excellence and maintain high quality relationships with parents and other stakeholders, including our charter authorizer.
- Demonstrated dynamic, positive leadership qualities and personal characteristics necessary to build trust and effective working relationships with faculty, parents, students and other stakeholders.
- Broad knowledge of principles and practices of school administration, curriculum development, educational theories, and of current educational trends in curriculum or instruction.
- Master degree in education or school administration, or related degree.
- Minimum 5 years' teaching experience in an elementary school setting;
- A minimum of 3 years' experience as an elementary school assistant principal or staff developer in a public school setting with a strong knowledge of instructional principles and practices gained through work experience and formal education;
- A willingness to work hard beyond traditional school hours.

The central office CEO will establish a recruitment, screening and selection process that will ensure the hiring of a highly-qualified Principal with the requisite professional and management experience

necessary to oversee the school's academic and operational program and who has an educational philosophy that is consistent with that of the School. Candidates will be recruited for the Principal position through a variety of methods including through the networks of the Board of Trustees and central office CEO, networking with relevant educational organizations and nonprofit institutions and the posting of advertisements in the Education Jobs Section of the *New York Times* Sunday Week in Review section, Education Week, at graduate programs in education leadership, the National Charter School Center, the New York City Charter School Center, the Foundation Center and on on-line career websites. We envision that there could be instructional staff members from OWN Charter School who have the capacity to be school leaders, and they will be encouraged to pursue the position.

Candidates for the Principal position will be assessed and screened through a formal Principal selection process. This process will be coordinated and led by the central office CEO.

The CEO's responsibilities in the principal selection process will include: (1) overseeing the school's Principal recruitment initiative and conducting an initial screening of all candidates, using the Principal job description (a draft of which is included among the job descriptions included in **Response 11(d)-Personnel Policies**) as its guide in assessing candidates' qualifications and experience; (2) establishing a list of candidates who will move forward in the selection process based on the initial review; (3) conducting an additional, more rigorous screening of the candidates, including interviews with the CEO and OWN Charter School instructional staff members, including but not limited to OWN Charter School principals, instructional coaches and teaching staff as the central office CEO deems appropriate, and (4) delegating to the central office Human Resources coordinator the responsibility to check references and the conduct background checks. Upon satisfactory results from reference checks and background checks, the central office CEO will select the final candidate for the OWN Charter School 2 principal position and a written offer will be extended to that candidate.

Please note that job descriptions delineating the roles and responsibilities of the Principal and instructional coaches (and all other OWN Charter School 2 staff positions) are provided in **Response 11(d)-Personnel Policies** as are the job descriptions for the central office CEO and Human Resource coordinator (as well as all other central office staff positions).

(b) Teacher Support and Supervision

Describe the school's approach to on-going individual teacher supervision and support.

OWN Charter School 2 will use the Danielson Framework for Teacher Evaluation. Our approach to teacher supervision and support is grounded in building the instructional capacity of the teacher to support high student achievement. As such it is an integral part of the teacher evaluation process which is a tool for professional development and a means to provide teachers with support on an individual as well as collective basis in order to improve and enhance student learning.

At OWN Charter School 2, the Principal (who may delegate such responsibility to the instructional coaches) will conduct formal observations of teacher practice at least three times a year in addition to informal observations that would occur. Informal observations may occur more often should observations and self-evaluations, surveys and data from the Progress Monitoring process indicate a teacher needs additional instructional support. Teacher observations are conducted using the teacher's Performance Improvement Plan (PIP) (described below in *Teacher Evaluation*) as the framework to assess the teacher's delivery of instruction and to communicate feedback with the teacher. Observations and post-conference debriefs involve the reference, review and revision, if necessary, of the PIP. The result of the debrief is always a collaboratively developed actionable plan to address areas

of growth which might include targeted professional development, peer mentoring, instructional modeling or other strategies.

The Principal and instructional coaches' role in teacher supervision and support go beyond the formal and informal classroom observation he or she conducts. The Principal and instructional coaches are engaged with teachers individually and collectively on a weekly basis to support individual planning, planning with co-teachers in the ICT classrooms and instructional specialists, grade level team meetings and staff-wide professional development, including facilitating the Progress Monitoring Process, modeling effective instructional or classroom management strategies and providing guidance to Student Intervention Team (SIT) meetings, as needed.

At OWN Charter School 2, teacher supervision and support is not always Principal- or instructional coach-led. OWN Charter School 2's instructional leadership will promote leadership development from within the School's teacher ranks. Through professional development vehicles such as mentor-teacher relationships, model classroom lab sites, peer evaluation, peer review, inter-visitations, among others, teachers are able to provide support to each other while building their own skills in learning how to look at colleagues work, reflect on best practices and collaborate with each other to create plans of action to improve instruction and thus student performance.

As described throughout this **Response 11ac-Instructional Leadership**, these purposeful interactions between and among Principal, instructional coaches and teachers provides a myriad of opportunities for teacher supervision and support, the result of which is always to strengthen teacher instructional capacity to improve student learning.

(c) Professional Development

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals including:

- **A broad overview of how and when the school will provide staff with professional development;**
- **Who will be responsible for leading and providing professional development;**
- **How the school will identify professional development topics;**
- **How the school's professional development plans support the school's mission, key design elements, and the target and special populations' needs;**
- **How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, veteran teachers, and teachers of all subjects; and,**
- **The process for evaluating the efficacy of the professional development program.**

Professional development is the vehicle through which teachers acquire and/or refine their skills and capacity to implement new practices that will lead to school improvement and increased student achievement. OWN Charter School 2's professional development program is designed to achieve these goals by aligning professional development activities with overall teacher supervision, support and evaluation activities. OWN Charter School 2's view of professional development is one in which teachers are engaged in professional learning every day, all day long. Professional development will pervade the classroom and the school. It will be embedded in the analyses that teachers engage in every day as they continually draw understanding about their performance from student learning. At OWN Charter School 2, teachers will learn together. They will solve problems under the direction of the Principal and instructional coaches in teams or as a whole faculty because every teacher will internalize that he or she is responsible for the success of every student in the school community. Rather than

looking only outside of the school for expertise, teachers, with the help and guidance of the school's instructional leadership, will work together to build capacity within their own environment. In the process, they will become avid seekers of best practices that will help themselves and others in supporting a high achieving school environment.

Professional development will begin during the 8-day pre-opening professional development period prior to the start of the school year and will continue throughout the school year. While OWN Charter School 2's philosophy is that teachers will be engaged in professional learning every day, all day long through reflective practice, the school calendar and schedule has carved out discrete times when teachers have time to engage in individual planning, collaborative planning with their co-teachers (teachers with their assistant teachers in K-2 and general education teachers and special education teachers in the ICT classroom) and with instructional specialists, grade level team meetings, data team meetings, Student Intervention Teams and all staff development.

During the pre-opening professional development, time will be spent reviewing the charter with specific emphasis on expectations for student achievement, and the teachers will be asked to reflect upon their role in supporting student achievement and the direct link between their performance and student achievement. The Principal and various topic-specific consultants will present workshops to prepare teachers to work with all students, including struggling students, ELLs, SWDs and academically advanced students. The topics that will be covered in pre-opening professional development activities will support all teachers, including novice teachers, returning and new teachers to the school. Topics included in pre-opening professional development include but are not limited to: (1) effective use of student assessment data to differentiate instruction including evaluating student data, assessing student needs, and evaluating student learning; (2) effective use of different instructional models—workshop model, Readers and Writers Workshop (3) Progress Monitoring Process Overview; (4) special education procedures and services and the IEP and its use in guiding student learning; (5) Sheltered Instruction; (6) working together effectively in an ICT model; (7) the role of the general education, specials teachers, ELL teachers and special education teachers, and academic intervention service providers; (8) forming partnerships with parents; (8) analysis of the instructional environment; (9) adapting instruction and adaptive technology; (10) introduction and overview of curriculum materials; and (11) the purpose and role of the Student Intervention Team and the RtI process; and (11) classroom management.

Regularly programmed staff development is an integral part of OWN Charter School 2's professional development model. The professional development activities and supports will take the form of internal and external workshops, classroom modeling and demonstration, peer review, peer mentoring within OWN Charter School 2 and across the two schools governed by the education corporation, development of "model classrooms" and teacher inter-visitation within the school and between the two schools governed by the Education Corporation and other high performing public and charter schools within CSD 27.

At OWN Charter School 2, the daily schedules for all teachers will provide for time for individual prep and the weekly schedule allows time for grade level meetings and all staff development (Thursdays from 3:45-5:00) in addition to two designated days on the calendar where teachers will have an all day staff development. The time on the school schedule and calendar provide teachers the opportunity to (1) engage as a group in comprehensive professional development around specific pre-determined topics or topics in response to needs identified by instructional staff or student assessment data facilitated by the Principal, instructional coaches or other school instructional staff or outside consultant; (2) to break out into smaller groups by grade level or across grade level to cross-plan how each grade will cover similar

topics in different and increasingly advanced ways; (3) to convene SIT meetings around specific students who have been demonstrating needs and challenges; (4) to plan together to deliver effective collaboration with instructional specialists providing push-in support to targeted students in the classroom; and (5) to engage in the Progress Monitoring Process to evaluate student achievement.

The process of designing and coordinating the professional development program will be led by the Principal with support from the central office CEO. After the first year of operations, the Principal will work collaboratively with the instructional coaches in developing the professional development program and continue to be supported by the central office CEO. The Principal and instructional coaches will work on a weekly basis coaching the school's instructional staff and providing training and guidance in their work with *all* learners, including special populations of ELLs, SWD, struggling students and academically advanced students. Instructional support specialists including the special education staff, Reading Specialist and ELL Teacher will be the school's internal resources for delivering professional development in their respective instructional areas of expertise. As necessary the Principal may engage outside consultants to provide specific training to teachers, as is deemed necessary.

In the first year of operation, the Principal with support from central office CEO will identify professional development topics and the professional development priorities. After the first year of operations, the Principal will work collaboratively with the instructional coaches in this process and will continue to receive support from the central office CEO. The needs of teachers throughout the school year will be identified through a needs assessment process that includes teacher survey, teacher observations (including those following professional development to assess whether strategies are being implemented) and analysis of student assessment data. In addition, certain processes and strategies that will be established in the school, including the Progress Monitoring Process described previously, may reveal shortcomings in student learning and teacher pedagogical skill and content knowledge which will need to be addressed through targeted professional development. This information may indicate a need to better support teachers in instructional strategies or for the need to implement new strategies to address identified issues. Further, the convening of SIT focused on individual students in need may reveal similar information for which targeted professional development is needed. The professional development model that allows for regular staff development time as well as teachers' schedules that support both individual and common planning time among grade level teams facilitates the ability of the school's instructional leadership to provide professional development that addresses identified needs in a timely manner.

The process described later in this response regarding evaluating the efficacy of the professional development program will inform the professional development priorities year to year during the first five years of operation.

The process by which professional development topics are identified, described above, ensures that the needs of all teachers are met. The needs assessments, self-evaluation tools of the teacher evaluation process (as described below in response to teacher evaluation) and Progress Monitoring Process provide the Principal and instructional coaches with information regarding the strengths and weaknesses of teachers on an individual and collective basis. As teachers will come to the school with varying degrees of prior teaching experience, including those new to the profession, and after the first year of operation varying degrees of experience teaching in the OWN Charter School 2 community, every teacher will have different starting points and unique expressed and identified needs for professional development. Results from this ongoing process drive the next steps in the annual professional development program which results in professional development that is responsive to the needs of all teachers in the school.

Among the professional development vehicles that will support the needs especially of teachers new to the profession and/or new to the school is peer mentoring. The Principal with support of the instructional coaches will facilitate mentor teacher relationships between more experienced teachers and novice teachers and with veteran teachers in the school with new teachers to the school. While the mentoring will of course support the professional needs of new teachers both to the school and to the profession, this model also builds instructional and leadership capacities in the mentor-teachers. As mentor-teachers, they will model lessons for their mentees and observe their mentee's lessons. This peer evaluation process serves as professional development for the mentor-teacher as he or she will gain experience in how to look at their colleagues work, reflect on best practices and debrief together with their mentee to improve instruction and student learning.

(d) Teacher Evaluation and Accountability

Describe how the school will evaluate teachers and hold them accountable including:

- **An explanation of how expectations for teacher performance and student achievement will be established, and communicated to, and instilled in, staff; and,**

OWN Charter School 2's expectations for student achievement have been established in the charter application and these expectations inform what is expected of teacher performance in order to meet student achievement goals. Even before they are hired, teachers will know what OWN Charter School 2's expectations are for student achievement and the critical role they must play to promote student learning. This will be communicated in the charter application which we expect qualified candidates to have researched (salient points of the charter school's educational program and student expectations will be available on the School's website) and in the job description for teachers that will delineate the roles and responsibilities of teachers and qualifications and characteristics of a successful candidate. A successful OWN Charter School 2 teaching candidate is one who believes that *all* students can achieve academically and one who takes ownership of his or her responsibility in supporting high student achievement.

Once hired, teachers will engage in pre-opening professional development. During this period, the OWN Charter School 2 Principal will devote time to reviewing the charter with specific emphasis on expectations for student achievement, and the teachers will be asked to reflect upon their role in supporting student achievement and the direct link between their performance and student achievement. The School's culture promotes accountability, and all members of the community will internalize the fact that they are accountable for outcomes, which for instructional staff means student outcomes. This will be communicated in many ways to teachers. All professional conversations at the school (professional development, Student Intervention Team meetings, Progress Monitoring meetings, etc.) revolve around the learning standards and what students have to achieve to get there, what challenges may be facing individual students in meeting the goals and what instructional staff must do to meet identified student needs. Through the professional development program, all teachers are engaged in continual learning to improve their instructional capacity in order to promote student achievement—teachers are expected to undertake professional readings, attend workshops, participate in book clubs facilitated by the OWN Charter School 2 Principal, and engage in other learning opportunities.

Further, as described in our teacher evaluation process below, performance expectations will be clear to our teachers since their performance evaluation is used by the Principal to determine their contract renewal and thus continued employment at the school. Teachers, therefore, are cognizant that to

continue to be a part of the OWN Charter School 2 teaching community, we expect them to fully meet student performance goals and the performance standards expected of them in the Danielson Framework for Teacher Evaluation.

- **A description of the school's process and criteria for evaluating teacher performance and holding teachers accountable for student achievement.**

OWN Charter School 2 will employ the same data-driven approach to teacher evaluation as OWN Charter School—that promoted by The Danielson Group in its *Framework for Teaching*, (“*Framework*”) as described in Charlotte Danielson’s book *Enhancing Professional Practice: A Framework for Teaching*. The use of data to inform teacher evaluations ensures to the greatest degree possible, that evaluations are conducted objectively.

The Framework is aligned to our philosophy that teacher evaluation protocol should incorporate aspects of teacher supervision and support. Further in 2011, NYSED selected the Danielson *Framework for Teaching* as the rubric for teacher evaluation that is aligned with New York State standards of practice of teachers and/or principals. This Framework for evaluating teacher effectiveness is based on a solid foundation of research and is demonstrated to be strongly correlated to student growth. This Framework involves reviewing a researched-based set of components of instruction, aligned to the Interstate New Teacher Assessment and Support Consortium standards. In the Framework, components of teaching are clustered into four domains of teaching responsibility: planning and preparation, classroom environment, instruction and professional development opportunities. There is a clear rubric that defines and describes each component and provides a roadmap for improvement of teaching. Evaluation begins the first day of school and is continuous throughout the year.

The Professional Improvement Plan (PIP) is an important element of this evaluation process. The PIP is a set of goals created through collaboration with the evaluator and teaching professional in order to promote professional development (taking competent staff beyond competence) or professional learning (active involvement in learning within a collaborative and reflective community.) The PIP is created collaboratively by the teacher and the Principal (who may designate the responsibility to the instructional coaches) in a mutual dialogue about next steps to the next level.

The PIP provides opportunity for the teacher to express needs of professional growth aligned with better student outcomes, school mission and initiatives in content, pedagogy and professional growth. In collaboration with the Principal (or instructional coach), the teacher outlines improvement actions most applicable to the individual’s growth and development, and provides supports to reach the goals projected. Frequent reference and review of the PIP throughout the evaluation process ensures that the teacher reaches the goal of improved teaching quality and improved student outcomes.

The Danielson evaluation process involves the compilation of artifacts which are documents for information and provide data sources and concrete examples as they relate to the four domains of teaching responsibility: planning and preparation, classroom environment, instruction and professional development opportunities. Artifacts are used to gain the richer picture of all that is involved in teaching and include any instructional materials or directions employed by teachers to facilitate student learning. In considering educational quality, artifacts must not only be learner oriented but also provide evidence of planning and professional growth. They should be designed to meet a specific outcome reflective of school initiatives, curriculum standards and/or adapted to specific ability and levels. The

design should proceed from an analysis of student data, State standards and/or school benchmarks, and the content of the lesson.

The evaluation process involves continual dialogue between the teacher and the Principal (or instructional coaches, if so designated). The dialogue begins with an initial conference and continues with informal observations, pre-observation conferences, formal observations, post-observation conferences, and finally, the summative evaluation.

The summative evaluation is an annual evaluation process that uses compiled data from all of the components in the evaluation system including artifacts, evidence collected, student assessment data, formal and informal observations as a culmination of the total evaluation process and a source of feedback on the teacher's performance and student learning in meeting the standards. At this time the Principal (or instructional coaches) and teacher engage in dialogue that supports the development of teaching practices and improved student outcomes by discussion of the following: Review of student performance and other data; Review of effective teacher practices; Survey of knowledge of staff training and use in the classroom; Expectations for grade level planning and common planning periods; Expectations for the use of teacher preparation time; Lesson plan development and review; Individual grade level and school level development; Review process for PIPs; and Identification of staff development needs.

Ultimately, decisions around teacher compensation and renewal of a teacher's annual contract with OWN Charter School 2 will be tied to their performance evaluations conducted by the Principal (or instructional coaches). These evaluations will place emphasis on each teacher's performance as it relates to teaching responsibility: planning and preparation, classroom environment, instruction and professional development opportunities as well as his or her students' achievement of academic goals and/or students' progress towards the achievement of academic goals.

9. School Culture and Discipline

(a) Explain how the school will establish and maintain a culture that supports learning and achievement including:

- **The school's general approach to school culture and rationale for this approach;**
- **How the school will maintain a safe and orderly environment; and,**
- **If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the cost of any uniform would be subsidized for parents unable to afford it.**

OWN Charter School 2 firmly believes that the creation of a strong school culture will be one of the more important elements that will drive its success. OWN Charter School 2's goal is to create a school culture that perpetuates a joyful, high-performing, student-centered learning environment. Its school culture must be underpinned by a set of shared norms, values and vision that focus all its stakeholders' attention on what is most important and what motivates them to work hard toward a common purpose. At OWN Charter School 2, it is the philosophy and values it shares with its sister school, OWN Charter School, which underpins our culture.

While our culture arises from our mission, vision and established values, it cannot become real unless there is an alignment with what we profess to be and what we do as reflected in our actions, priorities, budget, symbols, ceremonies and rituals that support, reinforce and perpetuate the culture. Such a strong school culture makes clear what OWN Charter School 2 will be about and how members of the community act in it. By fostering such a culture, OWN Charter School 2 believes it can reap the tremendous benefits including:

- Promoting effort and productivity among all stakeholders
- Improving collegial and collaborative activities that promote better communication and problem solving
- Building student and teacher commitment to and identification with the school
- Energizing and motivating students and staff
- Focusing attention and behavior on what is important and valued.

As discussed previously, our *Pillars of a Positive Community* ("Pillars") curriculum underpins our school culture and is designed to impart to our students the values of our shared community. *Pillars*, which we will adopt from OWN Charter School, provides a construct by which the school is able to imbue its ethical tenets in all that its stakeholders do (administrators, teachers, children, families). *Pillars* draw the school community together by embodying its focus on the social and emotional, as well as academic, development of our students. The ten concepts (pillars) honored are kindness, friendship, courage, respect, truth, responsibility, self-discipline, fairness, perseverance and citizenship. These pillars reverberate throughout the curriculum. Teachers and staff are expected to be exemplars as well as elucidators of the pillars. As a school that will serve a socio-economically and ethnically diverse community, OWN Charter School will use the tenets of the *Pillars* to ensure that all people feel that they are welcome and meaningful members of our diverse school family.

OWN Charter School 2 envisions the school as a learning community that treats students and adults with respect and kindness. To this end, OWN Charter School 2 will work to ensure that school is a place where all students can learn and all staff can teach in a safe, secure and orderly environment. OWN Charter School 2 will be a place where children value diversity of ideas, develop compassion, and recognize themselves not just as individuals, but citizens of a larger global community. As children

mature and participate in communal classroom work—especially related to *Pillars*—they broaden their ability to see things from varied perspectives and to work with people with viewpoints different from their own. They can then take their places in the world as empowered adults who can make good choices in their lives, good changes in the world, and work well with others in their home, professional and social communities.

OWN Charter School 2 will define discipline as helping children develop self-control and self-motivation in a school community that is safe for all members. To ensure that an environment is created where teaching and learning can flourish, OWN Charter School 2 will codify a series of rules that address proper student behavior, maintenance of order within the school and while people are engaged in school activities, and a code of conduct (the Code of Civility). It is the intention of OWN Charter School 2 to adopt the Code of Civility of OWN Charter School. The Code of Civility will be published annually in the Parent and Student Handbook. The OWN Charter School 2 staff will ensure that parents and students are well informed of these policies during student and parent orientation. As such, students will not be surprised about what type of behavior is expected of them, and parents will be reassured about the type of classroom environment maintained at OWN Charter School 2. The Code of Civility is contained in **Response 09b-Discipline Policy for General Education Students** and includes the information that responds to **Response 09c-Special Education Discipline Policy** (in conformity with the federal Individuals with Disabilities Education Act (“IDEA”) and Regulations). While the school will not have school uniforms, it will institute the Dress Code Policy of OWN Charter School and that policy is described in **Response 09d-Dress Code Policy**.

9(b) Discipline Policy (for general education students)

CODE OF CIVILITY A BLUEPRINT FOR LIVING AND LEARNING

Our World Neighborhood Charter School 2

INTRODUCTION

The faculty and staff at the OWN Charter School 2 are dedicated to providing the school's students with the skills necessary to reason, communicate, and live with dignity in a civil society. Central to this mission is the creation of a school community characterized by respect and caring.

The school's Code of Civility has been designed to guide the efforts of teachers and staff in creating a safe, orderly environment and to help all students attain the goal of academic excellence and an abiding appreciation of the cultures represented within our diverse community. The Code, which states the school-wide rules governing student behavior as well as the consequences for breaking the rules, serves as a contract among parents, students, and staff.

The Code of Civility identifies ten character virtues, our Pillars of a Positive Community, that are at the center of the school's character education curriculum and that will be cultivated with care and consistency at the school. In addition, it describes the ways in which appropriate choices will be encouraged as well as the roles and responsibilities of students, parents, and teachers.

Establishing a policy that promotes character education and discipline is an ongoing process. Alone, this Code will not ensure discipline, nor will it develop an individual's character. As part of a comprehensive effort supported by all members of the school community, however, it will guide the process. Faculty and staff will work continuously to achieve as much consistency as possible with regard to disciplinary matters, and they will be prepared to revise and adapt disciplinary procedures as necessary.

The *Code of Civility* is in force:

- At all times on the school grounds.
- Off the school grounds at a school activity, function, or event.
- En route to and from school for transported students.

Embracing the principles of the *Code of Civility* is a first and vital step toward creating the type of environment in which all children can thrive. It will not only minimize physical harm and disruption among students, it will help establish among all members of the school community the habits that characterize a civil society. This is our *Code*, a blueprint for living and learning.

SAFE AND DRUG FREE SCHOOL

We are working to maintain a Safe and Drug Free environment in an effort to make our learning environment a positive one that exemplifies the benefits of a drug free lifestyle. The use of illicit drugs and the unlawful possession and use of alcohol or tobacco is wrong and harmful. Guidelines have been set in the *Code of Civility* that addresses these issues. We encourage you to speak openly with your children

about these issues.

PILLARS OF A POSITIVE COMMUNITY

OWN Charter School 2 recognizes that effective instruction requires a positive and orderly environment focused on learning, and that schools have an important role to play in supporting parents' efforts to teach basic values to their children. The school's *Code of Civility* defines expectations for conduct, focusing on ten character virtues: respect, responsibility, perseverance, kindness, truth, citizenship, courage, self-discipline, fairness, and true friendship. These "Pillars of a Positive Community" are the cornerstone of the school's character education curriculum. Everyone associated with the school—staff, administrators, Board members, and students—pledges to abide by these *Pillars*, so that the entire school community becomes a model of learning and caring. This will enable students to model these virtues in their actions in order to develop the habits that characterize a civil society. Parents can help reinforce such lessons by talking about these virtues and encouraging their children to model them at home.

Please read the *Code* thoroughly and discuss it with your children. Every parent/guardian and student will be asked to sign a contract identical to the one on the last page of this handbook. This "contract" indicates that everyone understands and agrees to the school's rules and expectations. The contract will be co-signed by the Principal upon receipt. The *Code of Civility* thus serves as set of guiding principles for the entire learning community. Staff, students, and parents and the school will work together to help each student reach his or her full potential in academic achievement and moral maturity. Toward this end, staff will make every effort to keep students focused on the following ten character virtues, our *Pillars of a Positive Community* in school, the workplace, and society at large.

KINDNESS: To care for others by offering help and showing gratitude

At the school, students will learn to be kind to one another: to include rather than exclude children on the playground, to cheer up someone who is sad, and to treat others the way they would like to be treated. Perhaps the greatest challenge in practicing kindness consistently is to grant forgiveness. Grudges and ill will destroy the bonds of trust in our friendships and communities, and they will not be allowed to flourish at the school. To be kind means to be willing to apologize for our own mistakes and to forgive the mistakes of others. Students will learn that kindness can prevent personal conflicts and forgiveness can resolve them.

FRIENDSHIP: To select and to be true friends

A true friend is someone who will always try, for your sake; to do what he or she believes is good for you. The faculty and staff at the school will encourage students to develop true friendships with those who share sound values and live by them. They will learn that the characteristics of true friendship include loyalty and dependability, and that true friends demonstrate other virtues such as a good sense of humor, intellectual curiosity, and kindness. Students will be taught that deception, manipulation, and insensitivity are not signs of a true friendship.

COURAGE: To act bravely and honorably when there is risk involved

Students will learn that taking physical or social risks for things that are worthwhile is courageous and honorable. For example, students will learn that it takes courage to tell the truth, to accept the

consequences of inappropriate behavior, and to participate in games in which they may not excel. At the same time, students will learn to be prudent and avoid risks that are reckless or potentially harmful. Careful distinctions will be drawn between rational and irrational fears to help students overcome the latter and deal with the former.

PILLARS OF A POSITIVE COMMUNITY

RESPECT: To treat others and oneself with courtesy and care

By teaching and modeling respect for others, faculty and staff at the school will help students learn what it means to care for all persons as individuals, regardless of race, religion, socio-economic background, or disability. From the first day of school, students will learn that there is no place for vulgar or mean-spirited language in the school community. In the early grades, courtesy and sharing will be emphasized, and good manners will be taught. In the later grades, students will learn to communicate and debate constructively, to look people in the eyes when speaking to them, and to greet everyone with a smile or a warm handshake. Students will demonstrate respect by walking quietly in the halls, without pushing, shoving, or hitting others. Ultimately, practicing respect for others will enable students to avoid negative behaviors such as name calling, teasing, and blaming.

By teaching respect for oneself, teachers, and staff will help students learn what it means to care for one's physical self (e.g., personal hygiene). Respecting oneself also means taking care to develop one's character and drawing satisfaction from meeting high ethical standards. Students who value themselves physically and ethically are more likely to make positive choices that promote good health and strong character.

Showing respect helps to support healthy relationships and healthy attitudes. When everyone demonstrates respect for themselves and others, a safe, clean, and welcoming school environment is the result.

TRUTH: To be sincere in character, words, and deeds

To live by the truth—to be sincere in character—means to seek objective understanding, to recognize falsehood, to learn from mistakes, and to seek wisdom. At the school, students will learn to lead lives of integrity by telling and seeking the truth. Students will be encouraged to practice honesty—sincerity in words and deeds—by saying what they mean, meaning what they say, keeping their promises to others, and setting realistic goals for themselves. Honesty also includes never manipulating others for personal benefit. Intellectual honesty will be fostered by teaching thoughtful reflection—the ability to think logically, consider reliable evidence, and make informed judgments rather than hasty conclusions based on opinion, impulse, or prejudice. Cheating and lying will not be tolerated at the school.

RESPONSIBILITY: To fulfill one's obligations in a timely manner

To do one's part thoughtfully and promptly as a member of a family, school, and community, is a character virtue worth cultivating. Responsibility entails order—putting things back where they belong—and stewardship—taking care of personal property and common spaces. It also includes doing one's work, neatly, completely, and promptly. Teaching our students to fulfill obligations and duties even when it is difficult to do so is crucial to living in a civil and productive society.

In teaching responsibility, faculty and staff will help to create a community in which students can feel proud of their roles in the smooth functioning of their classrooms. This includes classroom jobs, punctuality, and personal accountability. By holding students accountable, staff will underscore a powerful twofold lesson: students' claims and actions matter, and their words and deeds—whether

intentional or unintentional—have consequences. Students will aspire to become responsible persons who, by owning up to their actions, have taken charge of themselves and their conduct and can affect positive change in others.

PILLARS OF A POSITIVE COMMUNITY

SELF-DISCIPLINE: To manage one's time and energies wisely

Students at the school will learn that there is a time for work and a time for play, and that they may not always get what they want in the time or place that they want it. Faculty and staff will cultivate patience as part of the development of self-discipline, which is important both as a virtue in itself and as a means to achieve higher goals. The individual who possesses self-discipline has developed the ability to manage his or her temper, appetites and urges, habits of work, and habits that show consideration of others. In a supportive positive community, children realize that lack of self-control can have negative consequences for themselves and others.

FAIRNESS: To use the concept of equality in making sound decisions

At the school, students will learn to "play by the rules," not for the rules' sake alone but because to do so is fair and just. Prior to beginning a game or activity, for example, students may ensure fairness by establishing an agreement among all participants concerning the rules. Students will be caught to value what is just and to discern what is not. At OWN, equality entails the inclusion of all people in a diverse world.

PERSEVERANCE: To demonstrate "stick-to-it-ness"

"Slow and steady wins the race" is the moral of Aesop's fable of the tortoise and the hare. Of course, like other virtues, perseverance must be linked with worthy goals. Someone who persists in a pointless, misguided, or harmful endeavor achieves little. But knowing what should be done, without having the perseverance to accomplish it, will also result in failure. Thus, developing the habit of perseverance is an important goal. Though it is not always easy, perseverance leads to pride in one's achievements.

Laziness or distractions often get the better of all of us. For young people, the allure of television, video and computer games, cell phones and other electronic devices is very strong. Such distractions often consume valuable time that might otherwise be devoted to positive social interactions, exercise, creative endeavors, and academic achievement. Perseverance helps students resist inappropriate diversions, and stick to worthwhile tasks.

The faculty and staff at the school will guide students in practicing perseverance on worthwhile tasks. Students will be taught to start tasks promptly and enthusiastically and to finish them with attention to detail and pride in the final product.

CITIZENSHIP: To fulfill one's responsibilities to community, country, and world

Citizenship at the school will help to develop school spirit and promote responsibility to the community. Citizenship includes patriotism-loyalty to our country and its democratic principles- an ideal essential to the flourishing of our society. Citizenship, in the sense of OWN Charter School 2, also includes the concept of oneself as a citizen of the world and the dedication of oneself to the betterment of that world. To foster citizenship, students will learn about national and international heroes and their contributions, our nation's political institutions, and national and international current affairs. Students will be encouraged to

think critically, to engage in debate over important issues, and to develop an appreciation for national and international civic and cultural traditions.

When conflicts arise between students, as they invariably do between members of any community, the staff will use these as opportunities to engage students in the process of resolving them in a positive manner. Students who learn the fundamentals of conflict resolution become better citizens and better leaders.

THE ROLES OF SCHOOL PERSONNEL

Each member of the school community has a role to play in creating a safe, orderly environment that is conducive to learning.

PRINCIPAL should we change this from ED since the implementation is at the school level led by the principals

The role of the Principal with regard to discipline is to guide staff and students in their efforts to ensure students success – the central mission of the school.

The Principal will have a thorough working knowledge of the *Code of Civility*, and when necessary will assist staff in implementing classroom and school-wide management procedures. Working with the school's Social Worker, Assistant Principals, Guidance Counselor, Dean of Students, and Instructional Coaches, the Principal will provide training and continued support to teachers as they strive to teach students to follow the Pillars of a Positive Community and school rules.

The Principal will assist staff in responding to severe misbehavior, such as uncooperative behavior and physically dangerous and/or illegal acts, as well as any chronic or recurring problems. In certain cases, the Principal will initiate time-out periods, parent conferences, suspensions, or other severe consequences. The Principal may also contact the appropriate law enforcement authorities, depending on the nature of the infraction. If the Principal is unavailable to assist with a crisis situation, the school secretary will direct referrals to another assigned staff member.

CLASSROOM TEACHERS AND INSTRUCTIONAL ASSISTANTS:

The classroom teacher is the center of the school's character education and discipline policy. The OWN Code of Conduct recognizes the need for a cooperative relationship between students, parents, and educators. We need and expect teachers and staff to:

- Be models of the Pillars of a Positive Community.
- Be prepared and enthusiastic in implementing the curriculum.
- Use consistent and compassionate guidance procedures.
- Help maintain an atmosphere conducive to good behavior.
- Strive to create a positive learning environment.
- Help students resolve conflicts in a constructive and compassionate manner.
- Seek to involve students in the development of classroom policy.
- Plan a flexible curriculum to meet the needs of all students.
- Differentiate instruction to meet the needs of all students.
- Encourage parent and community participation.
- Refrain from yelling and from making profane or inflammatory statements.

- Be well-groomed, and conduct themselves in a safe and responsible manner.
- Be consistently on time and prepared.
- Work cooperatively with colleagues, parents, and administrators.
- Seek changes in an orderly and approved manner.

Teachers will continually emphasize to both students and parents the importance of the Pillars of a Positive Community. The Pillars will be established as rules for each classroom, and students will be encouraged to live by the ten character virtues; teachers will underscore expectations for student behavior by relating student actions to the Pillars of a Positive Community. In this way, teachers will focus on teaching, modeling and encouraging appropriate conduct, rather than just trying to "control" behavior.

THE ROLES OF SCHOOL PERSONNEL

Three basic principles of classroom management and discipline will be implemented by all teachers.

- At the beginning of the school year, students will be taught how to behave responsibly in each type of classroom activity and these lessons will be reinforced throughout the year as necessary.
- Teachers will strive to provide positive reinforcement by interacting frequently with each student when the student is behaving appropriately.
- When misbehavior occurs, teachers will redirect actions or calmly and consistently implement mild classroom “consequences” corrective actions taken in response to inappropriate behavior, using such instances as teaching opportunities. The focus of interaction with each student should continue to be primarily positive.

Though these principles will serve as useful guides, each teacher, student, and situation is unique. Teachers will use professional discretion to select the specific procedures that fit individual student needs and particular situations.

Teachers will work in collaboration with other staff to solve problems that are chronic or severe. Techniques that may be used by teachers in dealing with minor behavior problems as well as procedures for responding to chronic misbehavior are described under ‘Encouraging Appropriate Conduct.’

SCHOOL NURSE OR MEDICAL PERSONNEL

The school nurse will be available to faculty, staff, and students for consultation on such matters as personal hygiene, nutrition, substance abuse, depression, child abuse, or neglect. The nurse will also provide medical care for students who are ill or injured. When the nurse is not on school grounds, staff will assist students in need and will determine whether parents should be contacted and the student sent home.

THE ROLES OF STUDENTS

Students will take pride in their academic and social achievements and their efforts to create a model society based on a desire for knowledge, compassion for their classmates, and an abiding appreciation of the diversity that characterizes our neighborhoods. Throughout the day, students will practice the school's Pillars of a Positive Community and cultivate the virtues they embody. In the classroom, students will follow the teacher's rules for group instruction, which will be articulated for each activity.

Students shall have the responsibility to:

- Arrive on time and attend all classes daily.
- Come to class with appropriate working materials and be responsible their own work.
- Complete classroom assignments and homework to the best of her/his abilities.
- Understand the teacher's grading system and monitor his/her own progress in each class.
- Respect and protect school facilities, properties, and materials.
- Abide by the rules forth by the school and individual classroom teacher and accept the consequences of acceptable and unacceptable behavior.
- Be familiar with the *Handbook* and the *Code of Civility*.
- Cooperate with school personnel in cases involving disciplinary actions; they should follow prescribed steps from grievance procedure and accept final decisions.
- Refrain from profane or inflammatory statements.
- Conduct themselves in a safe and responsible manner.
- Know and observe school rules of dress and appearance.
- Consider and respect the divergent points of view of others; they should also be sure that their personal expressions (speech, written, or symbolic) are not damaging to or infringing on the rights of others.
- Respect the rights of others to participate in symbolic or religious activities of their choice.
- Abide by the rules and guidelines of extracurricular activities and clubs; they should show good school spirit and sportsmanship.
- Support and take an active interest in student government.
- Assemble in such a way as to avoid disrupting the educational process or conflicting with school rules.

Students shall have the right to:

- Attend school and benefit from quality educational opportunities.
- Be informed of all school rules and regulations, and the consequences of breaking those rules and regulations.
- Receive due process in all disciplinary actions. This shall include a grievance procedure.
- Receive a free and appropriate education, which will include instruction using texts and materials at a level which allows an opportunity for success.
- Know in advance how grades in a class will be determined.
- Use school facilities, properties, and materials.
- Hear, examine, and express divergent points of view; this shall include freedom of speech, written expression, and symbolic expression.
- Be shown personal respect by other students and school personnel.
- Be supported in their social and emotional growth.
- Enjoy appropriate break times for exercise.
- Decide whether or not to participate in symbolic (e.g., flag salute) or religious activities.

- Dress and groom in such a way as to express personal preferences within the parameters of the school dress code.
- Peacefully assemble on school grounds.
- Enjoy reasonable degrees of personal privacy. However, upon reasonable suspicion, a student's spaces and belongings may be searched for prohibited or illegally possessed substances or objects.

RESPONSIBILITIES OF PARENTS

Parents are encouraged to participate fully in the education of their children. Support and cooperation of parents are vital. Parents are expected to support the academic learning of their child by maintaining high expectations for both the student and the school. The major role of parents with regard to discipline and character education at the school is to demonstrate consistent interest in the child's progress at school and support for the child's best efforts. Parental support provides an enormous incentive for a child to strive for excellence.

Parents may be asked to help teach their child specific skills, such as remembering homework, learning to be more independent or managing anger appropriately. If parents are asked to assist staff, specific information will be provided on ways to help the student.

If there is a severe or recurring problem, parents will be asked to help staff teach the student an alternative set of behaviors. In such cases, it is important to recognize that teaching a student to behave appropriately as a contributing member of the school community is in the student's best interest. By working together, parents and staff can help the student acquire the skills that will increase opportunities for success. Failure to comply with the specifics of the school's plan for teaching appropriate behavior and continued student misbehavior may result in the student's expulsion.

Parents who have concerns about their child's adjustment to the school or any aspect of the school's program and policies will be asked to discuss their concerns first with their child's teacher. Every teacher at the school will be prepared to work with parents and will respond to parental concerns appropriately and expeditiously. The Guidance Counselor, Dean of Students, Social Worker, Assistant Principal or Principal will also be available if there are issues that exceed the scope of a parent-teacher conference.

PARTICIPATION

- Attend all parent-teacher conferences.
- Attend school functions and activities with your child.
- Become an active member of the Parent Teacher Organization.
- Respond promptly to school requests for information or permission.

ENVIRONMENT

- Ensure that your child is clean and dressed according to the school's dress code.
- Maintain regular medical and dental checkups for your child. Help your child maintain a healthy lifestyle by leading one yourself.
- Communicate openly with your child in order to help solve any school problem.
- Support school officials in maintaining a safe and orderly school environment.
- Discuss the Pillars of a Positive Community with your child. Make sure he/she understands school rules and the laws concerning students' use, possession, distribution, or sale of tobacco, alcohol, or any controlled substance on or near the school.
- Ensure that your child understands that possessing or handling any type of weapon on school property, on the way to or from school, or at any school event is prohibited and will lead to expulsion and notification of the police and New York State Education Department.

RESPONSIBILITIES OF PARENTS

EDUCATION

- Fill your home with books. Read together every night.
- Make certain your child's attendance at school is regular and punctual and that all absences are properly excused and in compliance with school procedures.
- Instill in your child the desire to learn. Plan family visits to museums, libraries, theatres, and science centers.
- Become acquainted with the school, staff, curriculum, and activities.
- Ensure that your child has the necessary materials and supplies needed for school.
- Ensure that your child has a quiet and proper place and time to study at home.

RESPECT

- Be respectful of teachers, staff, and the rules that guide the school. Treat all members of our learning community with the same level of basic respect and patience that you yourself wish to receive in return. Do not smoke while on school grounds.
- Guide your child, from the earliest years of his or her life, to be polite, to exercise self-control and to be accountable for his or her actions.
- Teach your child, by word and example, respect for law, for the authority of the school, and for the rights and property of others.
- Encourage your child to respect honest work and to develop an interest in exploring broader fields of knowledge.
Know and understand the rules your child is expected to observe at school, be aware of the consequences for violations of these rules, and accept legal responsibility for your child's actions.
- Accept the right of the Board of Trustees to require respectable behavior of all students and non-students at all activities involving the school. Understand that the rulings of the Board reflect the final authority at the school on all matters pertaining to discipline.
- Encourage your child to respect and learn about the different cultures represented by our diverse student body.

EXPRESSION

- Encourage your child to conduct himself or herself in an appropriate manner so as to contribute towards the educational progress of his or her classmates.
- Insist that your child never make obscene gestures, libelous, racist or sexist statements, or use intimidating tactics toward others.
- Encourage your child to dress appropriately so that his or her appearance will not disrupt the educational process or activities.

ENCOURAGING APPROPRIATE CONDUCT

At the school, students will be encouraged to make appropriate choices regarding their personal conduct. Following are the chief means by which faculty and staff will ensure order and support the development of good character at the school.

ACKNOWLEDGING APPROPRIATE CONDUCT

Positive Interactions and Positive Feedback

Daily interactions between staff and students provide the best opportunities for encouraging appropriate behavior and promoting the development of good habits. Staff at the school will strive to interact with students in a friendly, supportive manner at all times. Staff will attempt to interact with each student more frequently when the student is engaged in appropriate behavior than when the student is behaving inappropriately.

Positive interactions will include greeting students, talking to students, making eye contact, smiling, and overtly praising students when such accolades are deserved. When praising students, staff will attempt to provide them with specific information about which behaviors are contributing to success. For example, a staff member might say, "Alicia, you have been very responsible in remembering to bring your homework on the day it is due."

Student-of-the-Month Awards

At the end of each month, teachers will grant Student-of-the-Month Awards to acknowledge and reward students for demonstrating exceptionally responsible behavior, trying their best, cooperating, showing respect, or showing marked improvement academically or in dealing with challenging behavior. Award-winning students will receive special certificates and will have their picture shown on a special monitor placed near the entrance to the school. An administrator will personally and publicly congratulate these students and sign their certificates. The goal here is not to guarantee that each child will receive an award by the end of the school year. Rather, each week is to begin anew with each child having an equal chance to receive the award designated for that week.

CORRECTING INAPPROPRIATE CONDUCT

CONSEQUENCES FOR MINOR MISBEHAVIOR

We expect that the great majority of our students will arrive to meet OWN's expectations for responsibility and self-discipline. We also understand, however, that no single set of procedures will be effective in helping every student develop the skills and attitudes necessary for success. Therefore, a series of interventions has been designed for students who have not been motivated by the school-wide procedures. As teachers and faculty adapt disciplinary procedures to meet individual needs, the focus will remain positive and an emphasis will be placed on the continuing need for calm and consistent consequences.

Students will learn that certain actions are unacceptable at the school and misbehavior has consequences. Students who engage in any type of misbehavior, whether minor or severe, will be required to make amends and/or restore the situation. Restitution may involve an apology; community or school service; or fixing, replacing, and/or paying for damage caused. The teacher or a designated administrator will determine the type of restitution required for a particular infraction. If possible, the restitution assignment will be communicated to the student's parents prior to his or her completion of the task. In all cases, parents will be informed of the child's inappropriate behavior and the restitution requirement.

CONSEQUENCES FOR SEVERE MISBEHAVIOR

Most misbehavior will be handled with discussion or the use of mild consequences. However, severe misbehavior will be met swiftly with specific and stern consequences. Severe misbehavior is defined as belonging to at least one of the following categories:

- Uncooperative behavior
- Physically dangerous behavior
- Illegal behavior

Uncooperative behavior is the direct refusal to comply with a reasonable staff instruction within a specified period of time. In such cases, the staff member involved will first explain to the student why his or her actions are inappropriate and may issue a mild consequence. If the student continues to ignore or disregard the instruction, he or she will be sent to the designated administrator and the incident will be reported to the Assistant Principal and/or Principal.

In cases of **physically dangerous behavior** - fighting, assault, and physical intimidation – staff will firmly inform the students to stop the physical altercation. If the students do not respond, staff will use professional judgment to determine whether or not to intervene physically. Staff will not be required to take action that could be physically dangerous; in such cases, another student will be sent immediately for assistance. The designated administrator will notify parents and decide whether to contact the appropriate law enforcement authorities.

If a staff member is aware that a student is engaged in **illegal activity** the staff member will refer the case to the director or designee who will notify the students' parent or guardian and, together with the Principal, will decide whether to contact the appropriate law enforcement authorities.

The tables of the Discipline Chart outline the specific procedures that will be applied in response to severe misbehavior. **Any of all** of the consequences listed for the various offenses may be imposed. Episodes of severe misbehavior are cumulative. An Expulsion Hearing may be convened upon the third instance.

CORRECTING INAPPROPRIATE CONDUCT

Referral

Referrals to the Dean of Students, Social Worker, Assistant Principal or Principal will be made only in response to severe or recurring behavior problems.

When making an office referral, the referring staff member will complete a Referral Form as soon as possible after the infraction. The Dean of Students or Social Worker will keep records on referrals which will be periodically reviewed by the school's Leadership Team. Using these records, the Leadership Team will determine whether it is necessary to revise school policies, or whether there is a need for further staff development to ensure the consistent implementation of current policies.

Time Out

At the school, time outs may be used for students who need a neutral environment to help manage their own behavior, or to cool down or reflect on inappropriate behavior. Such time outs involve removing the student from the instructional setting to a supervised area, such as the back of a classroom.

The following procedure is suggested when imposing a time out. ***No student shall ever be unsupervised during a time out situation.***

- Upon the behavioral infraction, the student will be sent on a short time out away from the instructional setting. The student will be told in a firm, nonemotional voice, that he or she has made the choice to continue the inappropriate behavior, and that a time out is the consequence.
- When the time-out has expired, the student will be told firmly that certain behaviors damage the school community and that he or she must want to contribute to a Positive Community before being allowed to rejoin the class. The student will be allowed to rejoin his/her classmates when he or she can communicate this desire to the teacher.

Suspension

In response to cases of severe misbehavior, the Principal, or a designee, may suspend or temporarily remove the student from school for up to ten calendar days. Suspension is regarded as a serious consequence. Once a student is suspended, he or she cannot go back and rejoin his or her class. The administration will attempt to contact parents and inform them of their child's infraction and its basic circumstances. ***Suspended students must be picked up immediately by their parents or proper authorities will be notified.*** Please see below for more information surrounding the procedures for suspending students.

Expulsion

Expulsion is defined as the removal of the right and obligation of a student to attend the school under the conditions set by the school's Board of Trustees. The Principal will have final authority in recommending the expulsion of a student to the Board. A student who commits any reportable crime or who has had three instances of severe misbehavior may be subject to an expulsion hearing before the Board. Expulsions are final. Expelled students are not permitted on school grounds or at any school-related functions. Please see below for more information surrounding the procedures for suspending students.

DISCIPLINE CHART

Problem	1 st Offense (All of the consequences listed may be imposed)	2 nd Offense (All of the consequences listed may be imposed)	3 rd Offense (All of the consequences listed may be imposed)
Uncooperative Behavior (e.g. disrespect toward staff member and peers, refusal to follow directions)	- Staff members will first explain to the student why his or her actions are inappropriate and try to redirect behavior. - Staff member will issue a mild consequence for the offense. - Optional Child Study Team convened to establish instructional discipline action plan; parent and student (if appropriate) are apprised of the plan.	- Parents notified and detention assigned. - Parents notified to pick up student immediately. 1-3 day suspension (or longer depending on the severity of the offense), and meeting between parent, student, teacher, prior to student re-entering school. - Child Study Team convened to establish instructional discipline action plan; parent and student (if appropriate) are apprised of the plan.	- Parent notified to pick up student immediately. - Longer-term suspension up to 10 days or possible expulsion, and meeting between parent and Administrator, prior to student reentering school. - Board of Trustees is notified regarding possible expulsion.
Physically Dangerous Behavior	- Parent notified to pick up student immediately. 1-3 day suspension (or longer depending on the severity of the offense), and mandatory meeting among parent, student, staff member involved, and Social Worker, prior to student re-entering school.	- Parent notified to pick up student immediately. 3-5 day suspension (or longer depending on the severity of the offense), and mandatory meeting between parent and Social Worker, prior to student re-entering school. - Child Study Team convened to establish instructional discipline action plan; parent and student (if appropriate) are apprised of the plan.	- Parent notified to pick up student immediately. - Long-term suspension up to 10 days or possible expulsion, and mandatory meeting between parent and Social Worker, prior to student re-entering school. - Board of Trustees is notified regarding possible expulsion.

DISCIPLINE CHART

Problem	1 st Offense	2 nd Offense	3 rd Offense
	Optional Child Study Team convened to establish instructional discipline action plan; parent and student (if appropriate) are apprised of the plan. (All of the consequences listed may be imposed)	(All of the consequences listed may be imposed)	(All of the consequences listed may be imposed)
Illegal Actions (e.g. theft, vandalism, use of illegal substances) The Principal may contact the appropriate authorities, depending on the nature of the offense and the age of the student involved.	- Parent notified to pick up student immediately. 1-3 suspension (or longer depending on the severity of the offense), and mandatory meeting between parent and Social Worker, prior to student re-entering school. - Optional Child Study Team convened to establish instructional discipline action plan; parent and student (if appropriate) are apprised of the plan.	- Parent notified to pick up student immediately. 3-5 day suspension (or longer depending on the severity of the offense), and meeting between parent and Social Worker, prior to student re-entering school. - Mandatory Child Study Team convened to establish instructional discipline action plan; parent and student (if appropriate) are apprised of the plan.	- Parent notified to pick up student immediately. - Long-term suspension up to 10 days or possible expulsions, and meeting between parent and Social Worker, prior to student re-entering school. - Board of Trustees is notified regarding possible expulsion.

SUSPENSION AND EXPULSION PROCEDURES

LEVELS OF SUSPENSION AND EXPULSION AND DUE PROCESS PROCEDURES

Short-Term Suspension

A short-term suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of five (5) or fewer days. A student who has committed any of the infractions listed below shall be subject minimally to a short-term suspension, unless the Principal determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. Principal reserves the right to adjust the punishment for each infraction per his or her judgment.

The Principal may impose a short-term suspension, and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short term suspension, or other, less serious discipline, the Principal shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

Before imposing a short-term suspension, the Principal shall immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice of the decision to impose suspension shall be provided by personal delivery or express mail delivery within 24 hours at the last known address(es) of the parents or guardian. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardian. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the school's grievance policy.

Long-Term Suspension/Expulsion

A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than five (5) days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension or expulsion, unless the Principal determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document including a referral to the appropriate law enforcement authorities.

The Principal may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Principal also shall immediately notify the student's parent(s)

or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall indicate that a formal hearing will be held on the matter that may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the Principal initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian through an appeal process to the Board of Trustees the details of which shall be determined. NOTE: In any instance where the Principal is directly involved in the instance(s) at issue for a suspension or expulsion, the Principal shall appoint a designee to handle any investigation, hearing and determination.

FIREARM VIOLATIONS

Federal and New York law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC § 921, and includes firearms and explosives. (New York Education Law §3214 effectuates this federal law.) The following are included within this definition: (a) any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury. Knives with a blade of two and half inches or more in length fall within this definition; (b) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (c) the frame or receiver of any weapon described above; (d) any firearm muffler or firearm silencer; (e) any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device.

The Principal 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 consistent with Article 3 of the Family Court Act except a student fourteen (14) or fifteen (15) years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen (16) years of age or older or a student fourteen (14) or fifteen (15) years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

PROVISION OF INSTRUCTION DURING REMOVAL

OWN Charter School 2 will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school for a reasonable period thereafter or until the end of the school year.

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the

student. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room or other room at the school. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by one or more of the following individuals who shall be certified or qualified in accordance with § 2854(3)(a-1) of the Education Law and the federal No Child Left Behind Act: the student's teacher(s), aides or trained volunteers, individuals within a contracted facility, and/or a tutor hired for this purpose.

DISCIPLINARY POLICY FOR STUDENTS WITH DISABILITIES

In addition to the discipline procedures applicable to all students, the school shall implement the following disciplinary policy procedures with respect students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions. The school shall comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

If a student violates the school's discipline code and is being considered for a suspension or removal, the school must ensure the following due process protections are provided to the student and to the student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five (5) school days or less, the student's parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Principal and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five (5) consecutive school days, the student's parent(s) or guardian must be provided with a written notice which indicates that the district proposes to suspend the student from school in excess of five (5) consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Principal or his or her designee at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the school must provide alternative education to the student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a student, following due process, shall be made by the Principal

The school shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students for whom the 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 the infraction, the matter will be immediately referred to the CSE of the student's district of residence 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 total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the

placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

The school shall work with the district to ensure that the CSE of the student's district of residence meets within seven (7) days of notification of any of the following: (1) the commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days; (2) the commission of any infraction resulting from the student's disability; (3) the commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of five (5) days.

Also, the school will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:

1. Convene a CSE meeting within 10 school days to make a manifestation determination
2. Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
3. Provide the student's parent with a copy of their procedural due process rights.
4. Work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

Those students removed for a period fewer than ten (10) days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten (10) or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for weapon, drug or infliction of serious bodily injury-related offenses pursuant to 34 CFR §300.530(g)(1), (2) and (3), respectively, services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by the IDEA.

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten (10) school days in a school year; and (2) when commencing a removal which constitutes a change in placement. The student's special education teacher (or coordinator) and the general classroom teacher will attend all meetings regarding the student initiated by the CSE from the student's home district.

Subsequently, if other removals occur which do not constitute a change in placement, the school will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in any interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and the school agree otherwise.

REPORTING CRIMES AND DISRUPTIVE BEHAVIOR

It is important that all students and parents understand that, in addition to taking disciplinary action at the school level, certain criminal and/or disruptive behavior must be reported to the police and to New York State Education Department through VADIR (Violent and Disruptive Incident Report). The following incidents will be reported.

- Capital Crimes
- Assaults or Threats of Assault
- Possession of Weapons
- Robbery or Theft
- Sexual Abuse
- Property Damage
- Drug or Alcohol Use

Additionally, the Principal has the discretion to report any other incident occurring within the regular operation of the school.

Any student who is formally charged with a felony by a proper prosecuting attorney for an incident which is shown to have an adverse impact on the educational program, discipline, or welfare in the school in which the student enrolled shall, following an administrative hearing conducted pursuant to rules of the State Board of Education, and after due notice to the parents, parent, or guardian, and when suspension is recommended, be suspended from all classes until the determination of his or her guilt or innocence, or the dismissal of charges, is made by a court of competent jurisdiction.

The Principal may suspend students under specified conditions for lengths of time in excess of 10 school days provided daytime alternative educational options are utilized. This remedy for disruptive behavior is authorized in addition to consequences specifically provided in the *Code of Civility*.

ZERO TOLERANCE FOR SCHOOL-RELATED CRIMES

It is essential that schools be safe and orderly to provide environments that foster learning and high academic achievement. To this end the Board of Trustees of Our World Neighborhood Charter School 2 has adopted a policy of ***Zero Tolerance for School-Related Crimes***. Students found to have committed any of the aforementioned "reportable" offenses on school property, school sponsored transportation, or during a school-sponsored activity shall be brought before the Board for an expulsion hearing.

POLICY FOR THE COMPUTER NETWORK

Our World Neighborhood Charter School 2 makes available to its students access to interconnected computer systems within the school and to the Internet, the world-wide network that provides various means of accessing significant educational materials and opportunities. In order for OWN Charter School 2 to be able to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of internet resources. Teachers and other staff will make reasonable efforts to supervise student use of network and Internet access. Students must understand that inappropriate internet use can result in one or more of the following; school discipline, loss of the privilege of using internet resources and/or criminal prosecution.

Below is the Acceptable Use and Internet Safety Policy ("Policy") of the school and the Data Acquisition Site that provides Internet access. Upon reviewing, signing, and returning this Policy, a student will be eligible for Internet access at the school. If a student is under eighteen (18) years of age, the "PARENT'S OR GUARDIAN'S AGREEMENT" must be signed and returned. The school cannot provide access to any student who is eighteen (18) or older until the Policy is signed and recorded or to a student under 18, until the "PARENT'S OR GUARDIAN'S AGREEMENT" is signed and recorded.

Listed below are the provisions of your agreement regarding computer network and Internet use. If you have any questions about these provisions, you should contact the school's Technology Department.

I. PERSONAL RESPONSIBILITY

A student who returns a properly signed Policy will have computer network and Internet access during the remainder of the students' academic career while enrolled in the school.

II. TERM OF PERMITTED USE

A student who returns a properly signed Policy will have computer network and Internet access during the remainder of the students' academic career while enrolled in the school.

III. ACCEPTABLE USES

- A. Educational Purposes Only. The school is providing access to its computer networks and the Internet for educational purposes only.
- B. Unacceptable Uses of Network. Among the uses that are considered unacceptable and which constitute a violation of this Policy are the following:
 - 1. Uses that violate the law or encourage others to violate the law.
 - 2. Transmittal of offensive or harassing messages.
 - 3. Any use which is commercial in nature.
 - 4. To use the Internet to view, transmit or download pornographic or otherwise objectionable materials.
 - 5. To use the Internet to transmit confidential or copyright materials.
 - 6. To use the internet to download any program, partial program or game without the express permission of the supervising teacher and the school's Technology Director.
 - 7. Any use of the internet which causes harm to others or their property.
 - 8. Any improper use of passwords.
 - 9. Any programming vandalism.
 - 10. Any "hacking" activities
 - 11. Any activities designed to expose school or other computers to computer "viruses".
 - 12. Students cannot provide private information about themselves over the internet including the student's credit card or social security number.

ACCEPTABLE USE AND INTERNET SAFETY POLICY FOR THE COMPUTER NETWORK

- C. Etiquette. All users must abide by rules of network etiquette, which include the following:
 - 1. Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.
 - 2. Avoid language and uses that may be offensive to other users. Does not use, distribute, or redistribute jokes, stories, or other materials that are based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.
 - 3. Do not assume that a sender of e-mail is giving his or her permission for you to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should only be done with permission or when you know that the individual would have no objection.

IV. INTERNET SAFETY

- A. General Warning: Individual Responsibility of Parents and Users. All users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged pupils. Every user must take responsibility for his or her use of the computer network and Internet and stay away from these sites. Parents of minors are the best guide to materials to shun. If a student finds that other users are visiting offensive or harmful sites, he or she should report such use to his/her supervising teacher.
- B. Personal Safety. Be safe. In using the computer network and Internet, do not reveal personal information such as your home address or telephone number. Do not use your real last name or any other information which might allow a person to locate you without first obtaining the permission of a supervising teacher. Do not arrange a face-to-face meeting with someone you "meet" on the computer network or Internet without your parent's permission. If someone attempts to arrange a meeting with you as a result of an internet contact you must report the communication, immediately, to your supervising teacher.
- C. Hacking" and Other Illegal Activities. It is a violation of this Policy to use the school's computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use which violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited
- D. Confidentiality of Student Information. Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is eighteen (18) or older, the permission of the student himself/herself. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and Social Security numbers. Only a member of the school administration may authorize the release of student information, as defined by New York law, for internal administrative purposes or approved educational projects and activities.
- E. Active Restriction Measures. The school, either by itself or in combination with the Data Acquisition Site providing Internet access, will utilize filtering software or other technologies to prevent students from accessing visual depictions that are (1) obscene, (2) child pornography, or (3) harmful to minors. The school will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or any other material that is inappropriate for minors.

Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being

conducted by students age seventeen (17) or older.

ACCEPTABLE USE AND INTERNET SAFETY POLICY FOR THE COMPUTER NETWORK

The term “harmful to minors” is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]), as meaning any picture, image, graphic image file, other visual depiction that taken as a whole with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or stimulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

V. PRIVACY

Network and Internet access is provided as a tool for your education. The school reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the school and no user shall have any expectation of privacy regarding such materials.

VI. FAILURE TO FOLLOW POLICY

The user's use of the computer network and Internet is a privilege, not a right. A user who violates this Policy, shall at a minimum, have his or her access to the computer network and Internet terminated, which the school may refuse to reinstate for the remainder of the student's enrollment in the school. A user violates this Policy by his or her own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this Policy if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated. The school may also take other disciplinary action in such circumstances. In some instances inappropriate computer and Internet use violates state and/or federal laws and may result in criminal prosecution or juvenile court action.

VII. WARRANTIES/INDEMNIFICATION

The school makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this Policy. It shall not be responsible for any claims, losses, damages or costs (including ~ fees) of any kind suffered, directly or indirectly, by any user or his or her parent(s) or guardian(s) arising out of the user's use of its computer networks or the Internet under this Policy. By signing this Policy, users are taking full responsibility for his/her use, and the user who is 18 or older or, in the case of a user under 18, the parent(s) or guardian(s) are agreeing to indemnify and hold the school, the school and all of their administrators, teachers, and staff harmless from any and all loss, costs, claims or damages resulting from the user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user's parent(s) or guardian(s) agree to cooperate with the school in the event of the school's initiating an investigation of a user's use of his or her access to its computer network and the Internet, whether that use is on a school computer or on another computer outside the school's network.

VIII. UPDATES

Users, and if appropriate, the user's parents/guardians, may be asked from time to time to provide new or additional registration and account information or to sign a new Policy, for example, to reflect developments in the law or technology. Such information must be provided by the user (or his/her parents or guardian) or such new Policy must be signed if the user wishes to continue to receive service. If after you have provided your account information, some or all of the information changes, you must notify the person designated by the school to

receive such information.

PUBLIC NOTICE AND FREEDOM OF INFORMATION LAW (FOIL)

The school shall be subject to the Article 6 of the New York Public Officers Law, pursuant to Education Law § 2854(1)(e).

Requests for public information must be in writing and submitted to the Principal. Upon the receipt of a request for school records and information, the school will respond to the request in the following manner:

Within five (5) business days of receipt of a written request, the school will, depending on the requested information, either:

1. make the information available at the school's principal location during normal business hours to the person requesting it;
2. deny the request in writing; or
3. provide a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied.

If the person requesting information is denied access to a record, he or she may, within thirty (30) days, appeal such denial to the Principal or his or her designee. Upon timely receipt of such an appeal, the school will, within ten (10) business days of the receipt of the appeal, fully explain, in writing, the reasons for further denial or provide access to the record(s) sought. The school also will forward a copy of the appeal, as well as its ultimate determination, to the New York State Committee on Open Government. In the event an appeal for records is denied, the person requesting the information may bring a proceeding for review of such denial in pursuant to Article 78 of the Civil Practice Law and Rules.

The school may deny access to requested records for one or more of the following grounds:

- Such records are specifically exempted from disclosure by state or federal statute;
- Such access would constitute an unwarranted invasion of personal privacy;
- Such records, if disclosed, would impair present or imminent contract awards or collective bargaining negotiations;
- Such records are trade secrets or are submitted to the school by a commercial enterprise or derived from information obtained from a commercial enterprise and which if disclosed would cause substantial injury to the competitive position of such enterprise;
- Such records are compiled for law enforcement purposes and which, if disclosed, would meet the conditions set forth in Public Officers Law § 87(2)(e);
- Such records, if disclosed, would endanger the life or safety of any person;
- Such records are computer access codes;
- Such records are inter-agency or intra-agency materials that are not statistical or factual tabulations of data, instructions to staff that affect the public, or a final policy or external audits.
- Examination questions or answers

The school shall maintain a record setting forth the name, public office address, title and salary of every officer or employee of the school and a reasonably detailed current list, by subject matter, of all records in the school's custody or possession.

The school may charge a copying fee for each page requested to be copied. The fee can be no more than the fee allowed by New York law.

DIGNITY FOR ALL STUDENTS ACT POLICY

OWN Charter School 2 and its Board of Trustees are committed to providing all students with an environment free from harassment, bullying (including cyber bullying) and discrimination. In accordance with New York State's Dignity for All Students Act, the School is committed to preventing and promptly addressing incidents of harassment and/or discrimination of students that impact a positive school culture and impede students' ability to learn.

Students' Rights

No student shall be subjected to harassment by employees or students on school property or at a school function. Nor shall any student be subjected to discrimination based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

Disciplinary and Remedial Consequences

The school's *Code of Civility* prohibits harassment of students and students who engage in such behavior shall be disciplined as set forth in the *Code of Civility*. The school will take appropriate action disciplining students, who engage in harassment of students off school property under circumstances where such off-campus conduct: 1) affects the educative process; 2) actually endangers the health and safety of School students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of our students. This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the school and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

Remedial responses are also implemented as appropriate which focus on discerning and correcting the reasons why discrimination, harassment and bullying occurred by students and/or employees. The School has designed remedial responses to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Remedial actions may include:

- Peer support groups;
- Assignment of an mentor at the school for the student to check in with;
- Corrective instruction that reemphasizes behavioral expectations or other relevant learning or service experience;
- Engagement of student in a reflective activity, such as writing an essay about the misbehavior and its impact on others and how the student might handle the situation differently in the future and/or make amends to those who have been harmed;
- Supportive invention and/or mediation where constructive conflict resolution is modeled;
- Behavioral assessment or evaluation;
- Behavioral management plans or behavior contracts, with benchmarks that are closely monitored; and
- Student counseling and parent conferences that focus on involving person in parental relations in discipline issues.

Dignity Act Coordinator

The school designates _____, the Principal, as the Dignity Act Coordinator (DAC). The DAC's contact information is _____. The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethic group, religion, religious practice, disability, sexual orientation, gender and sex. The DAC will be accessible to students and other employees for consultation and advice.

Reporting and Investigating

Personnel at all levels are responsible for reporting harassment, bullying or discrimination of which they have been made aware to their immediate supervisor. Any student who believes that s/he is being subjected to harassment, bullying or discrimination as well as any other person who has knowledge of or witnesses any possible occurrence of such acts, shall report the acts to any staff member or to the principal. A staff member who witnesses harassment, bullying, or discrimination or receives an oral or written report of such acts shall promptly notify the principal or their designee no later than one school day after such employee witnesses or receives a report of such acts, and shall also file a written report with the principal or their designee no later than two school days after making an oral report.

The Principal or their designee shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the school to investigate allegations of harassment. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of allegations of harassment have not suffered retaliation.

Material incidents of discrimination and harassment on school grounds or at a school function will be reported to the State Education Department as required by law.

No Retaliation

The school and its Board of Trustees prohibit any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment. All complainants and those who participate in the investigation of a complaint in conformity with state law and school policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

9(c) Special Education Policy

Please see pp. 45-47 of **Response 09b-Discipline Policy** for policies related to the discipline of special education students.

9. School Culture and Discipline

d. Dress Code Policy

OWN Charter School 2 will not require students to wear a uniform. Rather, OWN Charter School 2 will require that students dress in clean, comfortable clothing that does not distract from our cooperative learning environment.

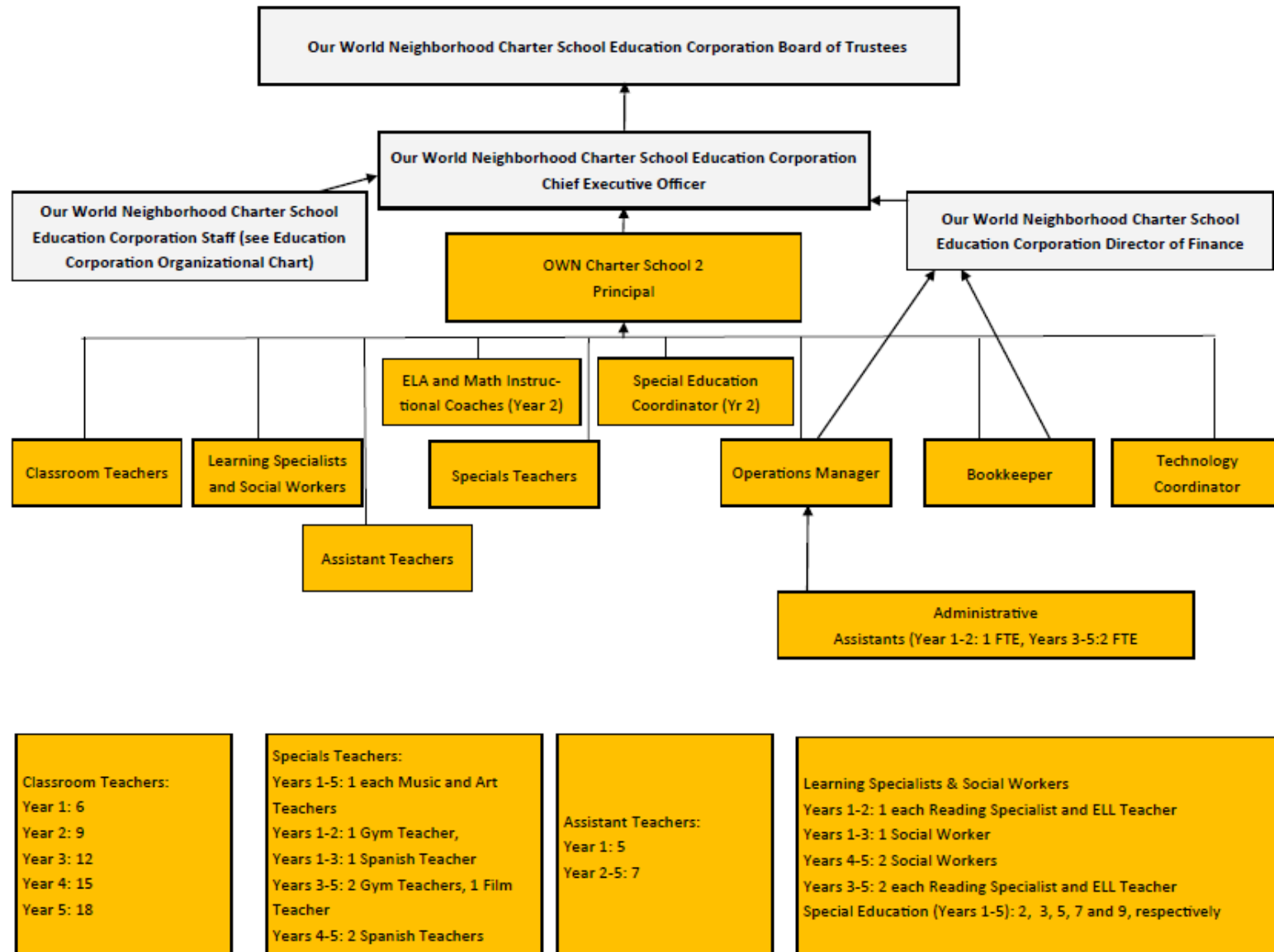
Children must dress in compliance with school rules of sanitation and safety in a manner that conforms to community standards of decency and modesty. If student clothing is deemed inappropriate, the student's parent or guardian will be called to bring in acceptable clothing.

- Shoes and socks must be worn at all times for health and safety reasons.
- Shorts may be worn; however, the bottom of the shorts should be at the child's fingertips or below. Shorts that are extremely short are not permitted.
- T-shirts may be worn, but white undershirts are not permitted except as undergarments.
- Jewelry, other than simple earrings or watches, is not permitted.
- Strapless dresses, halter tops, midriff tops and see-through shirts are not permitted.
- Clothing advertising violence, alcoholic beverages, illegal substances or tobacco products is not permitted.
- Clothing containing inappropriate language and/or messages is not permitted.
- Clothing advertising commercial bands and messages is discouraged.
- Hats, caps, scarves and other head coverings are not permitted unless required by religious practice.
- Appropriate dress, for weather and activities, on Physical Education days are:
 - o Fall or Spring: shorts, t-shirts, sneakers
 - o Winter: wind pants/sweatpants, t-shirts/sweatshirts, sneakers

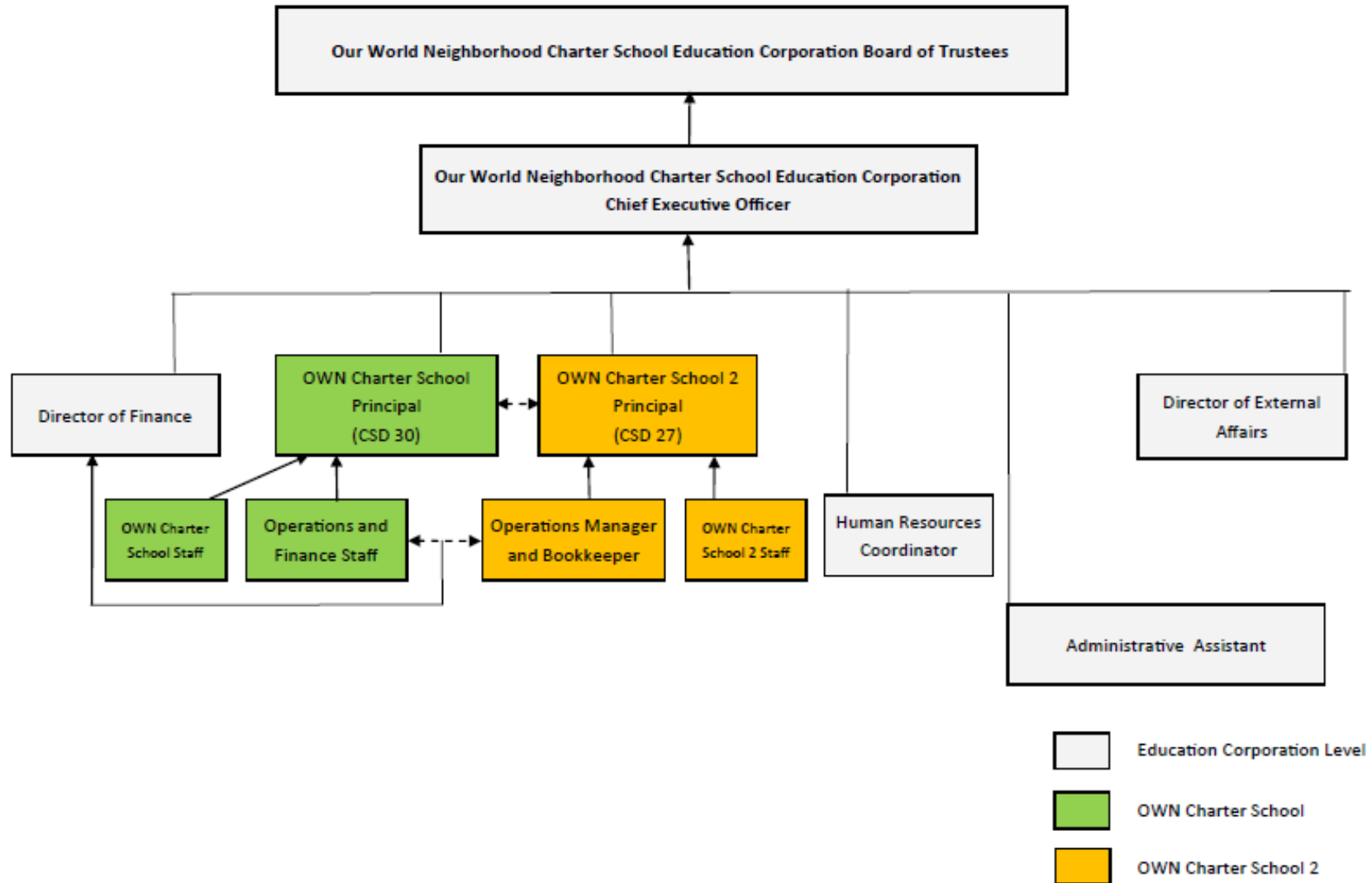
10. School Management and Leadership

(a) Organizational Chart

OWN CHARTER SCHOOL 2 ORGANIZATION CHART



OUR WORLD NEIGHBORHOOD CHARTER SCHOOL EDUCATION CORPORATION ORGANIZATIONAL CHART



The first organizational chart shows the organizational structure of OWN Charter School 2 and the relationship of the school to the centralized staff positions at the Our World Neighborhood Charter School Education Corporation level and those relationships to the Board of Trustees of the Our World Neighborhood Charter School Education Corporation. The chart shows how the organization grows from Year 1 to Year 5 as staff members who are hired after Year 1 are noted within their staff box with a note as to what year they are hired. The information at the bottom of the organization chart provides a listing of all staff positions included within a category and how the numbers of those staff positions increase over the course of the 5 year charter term. The second organizational chart illustrates that of central staff of the Our World Neighborhood Charter School Education Corporation and their relationship to OWN Charter School and OWN Charter School 2. The chart shows how the organization grows from Year 1 to Year 5 as staff members who are hired after Year 1 are noted within their staff box with a note as to what year they are hired.

(b) School Leadership and Management Structure

Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations. The narrative should:

- **Describe the management practices and procedures, i.e., how the school will set priorities and make key organizational decisions;**
- **Outline the evaluation procedures for staff in management positions; and,**
- **Describe recruitment plans for the school leader including:**
- **The process and criteria the school will use to select the school leader;**
- **Who has been, or will be involved in the selection process; and,**
- **The role of any CMO or partner organization (if any) in the selection process.**

The above organizational charts illustrates the clear lines of reporting and accountability within the school and from the School's Principal and operations and fiscal staff to central office positions which oversee both schools under the Education Corporation. The Board of Trustees (Board) of the education corporation is the School's oversight and policy-making body and is ultimately responsible for the school's academic, operational and fiscal success. The education corporation Board will appoint a central office Chief Executive Officer (CEO) who is the education corporation's overall leader and who will be responsible, under the authority of and with oversight by the Board, for management and oversight of the school's academic, fiscal and operational program. His/her primary responsibility will be to ensure that the school fulfills its mission and vision. As the OWN Charter School 2 leader, the OWN Charter School 2 Principal is responsible for setting the academic and cultural expectations of the school. As discussed in **Response 08ad-Instructional Leadership**, the Principal is also the primary instructional leader of the school. The Principal will report directly to the Board, and his/her responsibilities are described in **Response 11ac-Personnel**, specifically in **Response 11a-Staffing Chart and Rationale** and **Response 11b-Qualifications and Responsibilities**.

In order to carry out their oversight responsibilities of both schools effectively and responsibly, the Board of the education corporation appoints two key central office positions: the central office CEO and central office Director of Finance to be the Board's eyes and ears on the ground. While the Board directs the affairs of the both schools within the Education Corporation and exercises its powers, subject to the provisions of applicable law (including but not limited to the New York Education Law, Not-for-Profit Corporation Law and Open Meetings Law), as well as the requirements of each school's charter and By-laws, the Board will delegate the overall management of the activities of both schools to CEO so

long as the affairs of the school are managed, and the central office CEO's powers are exercised, under the Board's ultimate oversight and jurisdiction.. While the central office CEO has been delegated overall oversight of the academic, fiscal and operational programs of the school, in order that the CEO can concentrate the majority of his or her time on the oversight of the academic program at both schools, the central office Director of Finance is delegated by the Board the responsibility for day to day oversight and management of both schools' fiscal and operational aspects including the schools' operational and fiscal staff. Additional staff members (Director of External Affairs, Human Resources Coordinator and Administrative Assistants) are hired by the central office both to collaborate with and/or support the central office CEO and/or central office Director of Finance as well as the to carry out important responsibilities on behalf of each school. (More detail on the Education Corporation organizational structure is provided the **Business Plan-Our World Neighborhood Charter School Education Corporation** and related business plan attachments).

The central office CEO is delegated authority by the education corporation Board to recruit and hire a Principal for OWN Charter School 2. The OWN Charter School 2 Principal will be responsible for the professional leadership necessary to translate Board policy into administrative action at the school. The Board's role, through the central CEO, will be one of oversight and supervision. The relationship between the Board, through the central CEO, and the OWN Charter School 2 Principal and staff will reflect the distinction between the "ends," the policy decisions made by the Board of Trustees, and the "means" used by the Principal and staff to achieve such ends. Appropriate Board decisions include setting the budget, determining the strategic plan, formulating major policy and interpreting laws and regulations with which the school must comply. The OWN Charter School 2 Principal and school staff have the authority to do what is required to implement Board policies. This balanced relationship between the Board and the OWN Charter School 2 Principal (and his or her entire leadership team) allows the Board to devote its time to strategy, policymaking and related functions, and provides freedom for the OWN Charter School 2 Principal to manage the School, with support and guidance from the central office CEO, within the boundaries established by policy, laws and regulations.

The Board and central office CEO assumes that the Principal and his or her leadership team, consisting of the instructional coaches, special education coordinator, operations manager and technology coordinator are professionally qualified, possessing outstanding qualities of leadership, vision, administrative skill, and instructional skills, and that they will implement all policies of the Board in good faith. The Principal will administer the School, under the guidance and oversight of the central office CEO, in conformity with the approved Charter, adopted policies of the Board, charter law and other applicable state and federal laws, and administrative rules and regulations. The Board and central office CEO recognizes that effective and continuous communication between itself and the school leadership team is necessary for the school to be a success.

A detailed narrative regarding the lines of reporting and accountability and the rationale for the organizational chart structure is contained in **Response 11ac-Personnel**, specifically **Response 11a-Staffing Chart and Rationale**.

The Board, through the central office CEO, delegates to the Principal the overall responsibility for setting the school's priorities aligned with the charter and the Board's goals. The Principal works with his or her leadership team, in collaboration with the central office CEO, Director of Finance and Director of External Affairs as needed, to determine short- and long-term priorities based on objective data, both quantitative and qualitative, including student, operational and fiscal data. The Principal and central office CEO presents recommendations to the Board to

achieve these priorities for Board approval. **Response 21abcd-Fiscal Soundness**, particularly **Response 21b-Fiscal Planning**, illustrates the process to establish priorities and make key organizational decisions as it relates to Budget Preparation and Approval.

As stated previously, the Principal, in addition to being the school leader, is also the primary instructional leader. As such, **Response 08ad-Instructional Leadership** contains details on school leader recruitment, including the process and criteria for selecting the school leader and who will be involved in the process. In addition, a detailed job description for the Principal position is contained in **Response 11ac-Personnel**.

Outline the evaluation procedures for staff in management positions;

The Principal will be evaluated by the central office CEO using the Vanderbilt Assessment of Leadership in Education (“Val-Ed”) (or a similar evaluation model) which is a learning-centered leadership assessment system, which focuses on the cycle of (1) assessment, (2) feedback and (3) action. The Val-Ed system measures the effectiveness of a principal's key leadership behaviors that influence teacher performance and student learning. Respondents, including teachers, supervisors of the principal and the principal him/herself, are asked to make effectiveness ratings of each of 72 behaviors based on evidence from the current school year. For each behavior, respondents identify sources of evidence for their decisions and give an effectiveness rating in a range of 1 to 5. Results of the Val-Ed assessment provide information about the principal as perceived by the teachers and others expressed in terms related to specific leadership domains. The Val Ed assessment also assists the principal's supervisors to identify potential areas of professional growth. This information is used by the Principal and central office CEO to identify key targets for professional development. The principal in turn uses the VAL-ED system or similar evaluation model to evaluate the instructional coaches and special education coordinator.

The operations manager and technology coordinator will be evaluated by the Principal using an evaluation process that seeks input from supervisors, subordinates and other members of the school community to assess leadership. In addition, relevant data to the respective position is used to inform the evaluation process. This evaluation process is designed as part of a continuous improvement model in which all staff, including leadership, should always be identifying areas for growth. Deficiencies identified through the evaluation process inform the development of performance improvement plans and targeted support, professional development and training in order to build the capacities of staff members in order to achieve growth goals. This philosophy is consistent with the evaluation model for the instructional administrators and the Danielson Framework for Teacher Evaluation for teaching staff (see **Response 08ad-Instructional Leadership**).

11. Personnel

(a) Staffing Chart and Rationale

Complete the table provided in the budget template to list all instructional and non-instructional staff positions during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers.

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 2						
STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2017-18	2018-19	2019-20	2020-21	2021-22
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	153	234	315	396	477

*NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.						

ADMINISTRATIVE PERSONNEL FTE		FTE				
Executive Management		0.3	0.3	0.3	0.3	0.3
Instructional Management		1.0	1.0	1.0	1.0	1.0
Deans, Directors & Coordinators		1.5	2.5	2.5	2.5	2.5
CFO / Director of Finance		0.3	0.3	0.3	0.3	0.3
Operation / Business Manager		2.0	2.0	2.0	2.0	2.0
Administrative Staff		2.5	2.5	2.5	2.5	2.5
TOTAL ADMINISTRATIVE STAFF		7.5	8.5	8.5	8.5	8.5

INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular		6.0	9.0	12.0	15.0	18.0
Teachers - SPED		2.0	3.0	5.0	7.0	9.0
Substitute Teachers		0.0	0.0	0.0	0.0	0.0
Teaching Assistants		5.0	7.0	7.0	7.0	7.0
Specialty Teachers		6.0	6.0	10.0	11.0	11.0
Aides		0.0	0.0	0.0	0.0	0.0
Therapists & Counselors		1.0	1.0	1.0	2.0	2.0
Other		0.0	2.0	2.0	2.0	2.0
TOTAL INSTRUCTIONAL		20.0	28.0	37.0	44.0	49.0

NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse		1.0	1.0	1.0	1.0	1.0
Librarian		0.0	0.0	0.0	0.0	0.0
Custodian		0.0	0.0	0.0	0.0	0.0
Security		0.0	0.0	0.0	0.0	0.0
Other		0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL		1.0	1.0	1.0	1.0	1.0

TOTAL PERSONNEL SERVICE FTE		28.5	37.5	46.5	53.5	58.5

The above staffing table reflects the comprehensive staffing model required to successfully implement the OWN Charter School 2 academic, fiscal and operational program, as well as the staffing necessary to support the projected student enrollment and growth plan. In addition, the staffing plan includes a percentage of FTE of the central staff of Our World Neighborhood Charter School Education Corporation that have will have roles at both schools, OWN Charter School and OWN Charter School 2, if authorized. The following table below details the specific positions that are expected to be filled over the five year

charter period. The staff is broken down by the required budget categories in the previous table and provides more insight into how the staffing model is aligned with the proposed student enrollment, the school's key design elements and budget.

Budget Category	Position	2017-18	2018-19	2019-20	2020-21	2021-22
		K-1	K-2	K-3	K-4	K-5
		153	234	315	396	477
ADMINISTRATIVE PERSONNEL						
Executive Management	Central Office CEO	.25 ¹	.25	.25	.25	.25
Instructional Management	Principal	1	1	1	1	1
Deans, Directors and Coordinators	Central Office Director of External Affairs	.25	.25	.25	.25	.25
	Central Office Human Resources Coordinator	.25	.25	.25	.25	.25
	Technology Coordinator	1	1	1	1	1
	Special Education Coordinator		1	1	1	1
CFO/Director of Finance	Central Office Director of Finance	.25 ²	.25	.25	.25	.25
Operations/ Business Manager	Operations Manager	1	1	1	1	1
	Bookkeeper	1	1	1	1	1
Administrative Staff	Administrative Assistant	1	1	1	1	1
	Secretary	1	1	1	1	1
	Central Office Administrative Assistant	.5	.5	.5	.5	.5
Instructional Personnel						
Teachers-Regular	Classroom Teachers (K-5)	6	9	12	15	18
Teachers-Special Education	SETSS and ICT Classroom	2	3	5	7	9

¹ Note that this FTE does not match the FTE in the chart excerpted from the Budget Template above due to rounding. The Budget Template rounds up to the nearest 10th FTE.

² Note that this FTE does not match the FTE in the chart excerpted from the Budget Template above due to rounding. The Budget Template rounds up to the nearest 10th FTE.

Teaching Assistants	Teaching Assistants	5	7	7	7	7
Specialty Teachers	ELL Teacher	1	1	2	2	2
	Reading Specialist	1	1	2	2	2
	Gym Teacher	1	1	2	2	2
	Art Teacher	1	1	1	1	1
	Music Teacher	1	1	1	1	1
	Spanish Teacher	1	1	1	2	2
	Film Teacher			1	1	1
Therapists & Counselors	Social Worker	1	1	2	2	2
Other	Math and ELA Instructional Coaches		2	2	2	2
NON-INSTRUCTIONAL PERSONNEL						
Nurse	Nurse	1	1	1	1	1
Total FTE						

School Leadership

The Principal is responsible for the overall administration and management of the school's instructional program and fiscal and business operations. The Principal is the school's leader, setting the academic and cultural expectations. The Principal will be supported by the special education coordinator and math and ELA instructional coaches on the instructional side and technology coordinator, operations manager and bookkeeper on the non-instructional side. The Principal will be managed and supported by the central office CEO. As the primary instructional leader, the Principal is responsible for all aspects of curriculum, instruction, assessment, teacher support, evaluation and PD and provided with guidance and support by the central office CEO. The Principal is responsible for maintaining a safe and orderly school in addition to a positive learning environment, a culture of inquiry and thought, and a climate of passion and excitement among students and educators, underpinned by a vision and a set of shared norms and values that focus all its stakeholders' attention on what is most important and motivate them to work hard toward a common purpose.

The ELA and math instructional coaches who are hired in Year 2 have the responsibility to engage and support the instructional staff in developing a rigorous CCSS-aligned curriculum, assessments, professional development, and pacing guides for their respective areas (the Principal will carry out this responsibility in Year 1). The coaches operate with oversight and support from the Principal and have an overarching responsibility to guide and support teachers in their delivery of instruction in the classroom through the use of assessment to drive instruction. They will accomplish this through their participation in the design and coordination of the professional development program.

The Principal manages the operations manager and bookkeeper who also have a dual-reporting role to the central office Director of Finance. Both the Principal and central office Director of Finance provide oversight of these positions' functions. The operations manager is responsible for managing all operational aspects of the school, including building maintenance and security through a contractual arrangement with an outside entity. OWN Charter School 2 will have a full time bookkeeper who will receive support from the central office Director of Finance. Given the school will have robust technology to support the instructional and assessment program, the school will have a Technology

Coordinator on staff to implement technology based tools, resources and services that enhance the educational and instructional experiences and to maintain the hardware and software of the computer infrastructure.

Instructional and Student Support Staff

The staffing chart reflects the teaching staff required to carry out the educational program of the school and meet the needs of its expected student body. The school will have one classroom with an ICT setting at each grade level, 1st to 5th, if required by enrolled students' IEPs. This setting requires a certified common branch teacher and a certified special education teacher in the classroom. In the non-ICT classrooms in Grades K-2, there will be a general education teacher supported by an assistant teacher. In addition, at each grade level there will be a floating special education teacher in order to be able to provide SETSS services to students with disabilities whose IEP require these support services and who may not have been assigned to the ICT classroom. The staffing allows for the school to offer ICT and SETSS settings for SWDs should enrolled students have such IEP requirements. Given the expectations for other at-risk populations to be enrolled in OWN Charter School 2 in percentages similar to that of the surrounding district, OWN Charter School 2 instructional staffing also includes Reading Specialists and ELL Teachers (1 of each for each grade span, K-2 and 3-5). Finally, the academic program also includes instructional staff for Spanish, Art, Music, Film and Physical Education. Specials teachers for these subjects are delineated in the staffing chart above and increase commensurate with the planned student growth.

To further support the social and emotional needs of OWN Charter School 2 students and their families a Social Worker will be hired in year 1 growing to 2 social workers by year 3. The Social Worker will be responsible for working with students who are having problems adjusting or are showing behavior issues, including students with IEPs who require counseling services. The Social Worker will work closely with the principal in establishing and strengthening the parent-teacher connection to ensure that the learning environment at both the school and at home facilitate learning. Finally, because there is no guarantee the school will be provided a nurse by the NYCDOE and NYC Department of Health if it is sited in a non-NYCDOE, we have assumed that the school must hire a full time nurse on staff to provide health services to its students.

For more information on the organizational structure of OWN Charter School 2 inclusive of the Our World Neighborhood Charter School Education Corporation central staff positions and their role with at both the central and school-based level, see **Response 10ab-School Management and Leadership** and **Response 21ad-Fiscal Soundness**.

(b) Qualifications and Responsibilities

Provide a list of qualifications and responsibilities for each position including all instructional and administrative positions.

Complete descriptions of roles and responsibilities of all Our World Neighborhood Charter School Education Corporation central office staff members and OWN Charter School 2 staff members follow. Our World Neighborhood Charter School Education Corporation central office staff positions job description summaries are also found in *Section V. Organizational Capacity* of the **Our World Neighborhood Charter School Education Corporation Business Plan**.

Central Office Chief Executive Officer

The Chief Executive Officer (CEO) will oversee the two charter schools, OWN Charter School and OWN Charter School 2, which operate under the Our World Neighborhood Charter School Education Corporation.

The Chief Executive Officer reports directly to the Board of Trustees of the Our World Neighborhood Charter School Education Corporation. The Board delegates overall academic, fiscal and operational oversight of both schools, OWN Charter School and OWN Charter School 2, to the central office CEO. The CEO will be responsible for the coaching, development and day-to-day management of the principals at each school. Along with overseeing the schools, the Chief Executive Officer will manage and supervise the central office Director of Finance, Director of External Relations, Administrative Assistants, and Human Resources Coordinator.

Responsibilities of the CEO include, but are not limited to:

- **Instructional Leadership**
 - Ensure that each school meets or exceeds our ambitious student achievement goals
 - Observe principals, teachers and other supporting staff to provide on-going feedback to address areas of school improvement
 - Support principals in reviewing school-wide data to identify strengths and areas of growth
 - Provide guidance to principals in developing teacher professional development plans and sessions to target growth areas
 - Act as a thought-partner for challenges principals face in the day-to-day management of their schools
 - Provide coaching and support to teachers and/or support principals in preparing for difficult conversations (as needed)
- **Organizational Development, Support and Management**
 - Develop mutually supportive relationships with the Board of Trustees and other key stakeholders to drive the development of each school along with the Education Corporation
 - Meet with principals to discuss pressing issues, long and short term planning, reflection, data review etc.
 - Provide ongoing formal and informal support to principals
 - Conduct yearly evaluations, ongoing growth conversations and Performance Improvement Plans for principals
 - Develop and implement a leadership succession plan for these schools.
- **Support the Design, Implementation, and Execution of Scalable Systems**
 - Ensure principals are sharing and collaborating to design top-quality instructional programs
 - Seek out way to share operational resources and best practices across school-sites
 - Compile and work with principals on creation of data systems, analysis, and reporting for stakeholders (e.g. Board of Trustees, Charter Schools Institute, etc.)
- **Strategic Planning, Fundraising, Operational, Fiscal Oversight**
 - Supervise and oversee the delegation of operational and fiscal programming through the Director of Finance
 - Execute the Board of Trustees Education Corporation Strategic Plan
 - Supervise and oversee external partnerships through the Director of External Relations

- Assist and oversee fundraising/grants with the Director of External Relations for both OWN Charter Schools and Education Corporation
- Assist and supervise the Fundraising Development Plan as set forth by the Board of Trustees.

Skills and Experiences:

- A passion for and record of driving student achievement and overall success in traditionally under-resourced communities
- High standards for student achievement and behavior
- Strong instructional and classroom management expertise with proven results
- Experience managing adults and coaching teachers
- Interpersonal and relationship-building skills and a proven record of creating and fostering excellent relationships
- A high level of integrity and a strong work ethic
- An open and collaborative management style, characteristic of a team player while also recognizing the need to operate independently.
- Desire to work in an entrepreneurial environment with a proven ability to work successfully in conditions of uncertainty
- Ability to review and implement financial oversight controls and systems
- Belief in the Our World Neighborhood Charter School mission, education model and core values

Education Background and Work Experience:

- Bachelor's degree required; other advanced degree preferred (MS, MA, Ed.M., J.D., M.B.A., or M.P.A.)
- 10+ years of teaching experience in an urban environment
- 10 year of experience managing adults
- 5 years of experience running a high-performing school

Central Office Director of Finance:

The Director of Finance reports to the CEO. The Director of Finance leads the financial operations at both the education corporation level as well as the individual school level. The school-based OWN Charter School 2 operations manager and bookkeeper and select OWN Charter School operations and finance staff report to the central office Director of Finance in addition to the principal of their school. The Director of Finance evaluates, enforces and maintains fiscal policies, systems and procedures that meet the highest standards of accountability; ensuring all obligations to public oversight organizations at the local, state and federal level are met. The Director of Finance will implement and manage financial operations that support the education corporation and individual schools. The Director of Finance works with the CEO and school-based principals to perform medium and long-range financial planning to support growth. The Director of Finance is responsible for the overall budgeting process at both the education corporation level and the school level and works with the CEO and school-based principals to develop a budget that supports the educational and operational goals of the schools while operating within the resources available. The Director of Finance oversees the school-based operations manager to ensure the school plant is in good physical shape and can support the academic and operational needs of the school; oversees the operations manager and bookkeeper to ensure that the schools are equipped with the appropriate supplies and processes required to run effectively to achieve academic excellence; and oversees the bookkeeper to ensure that all day to day accounting/bookkeeping function are carried out in accordance with the internal controls policy. The Director of Finance oversees annual

financial and regulatory audits with corresponding 990 reports conducted by external and/or regulatory auditors. The Finance Director also oversees grant reporting and ensures the school is in compliance with the requirements of all grants. The Director of Finance works with the school principals, CEO and Board to ensure that each school is able to operate efficiently and in full compliance with all laws, regulations and expectations from its authorizer.

Minimum Requirements:

The ideal candidate will be a results oriented, determined, skilled finance leader with a record of experience that includes:

- A belief in the mission and education model of Our World Neighborhood Charter School Education Corporation with the ability to work in a fast-paced, entrepreneurial, flexible and autonomous environment.
- A minimum of 10 years of broad finance experience serving as a Financial Officer in a charter school, non-profit or for-profit entity gathering and evaluating financial information in a complex, multi-revenue stream environment.
- Strong understanding and oversight of the accounting function preferably within a non-profit organization, with the ability to advise the central office CEO, school principals and the Board on the financial strength of the individual schools and education corporation-wide organization.
- Oversight of internal and external audits and ensure that there are no significant negative findings of any kind.
- Strong financial operations skills to effectively stream line processes and systems to achieve greater efficiencies, accuracies and management information, whilst constantly thinking about, developing and implementing new strategies and approaches.
- A strategic thinker with experience as a trusted adviser to a leadership team.
- Excellent communication, influencing and negotiation skills to interact effectively with all levels of the organization and the school network.
- A minimum of a Bachelor's degree in Business, Finance or Accounting, Master's preferred, CPA highly desirable.
- Experience in facility financing and oversight preferred.

Central Office Director of External Affairs

The Director of External Affairs reports directly to the CEO and leads all of the education corporation's and individual school's external relations including authorizer relations, board management, community engagement, governmental relations, public relations, student and family recruitment, advocacy and fund development from private philanthropic sources as well as competitive public grants. The Director of External Affairs serves as the primary point of contact for the Our World Neighborhood Charter School and individual school stakeholders. The Director of External Affairs conducts outreach to high-level stakeholders to develop a sense of shared community and urgency around the Our World Neighborhood Charter School mission. The Director of External Affairs develops, guides and implements advocacy strategies to deepen relationships with elected officials and key stakeholders and develops and oversees community outreach and partnership outreach aimed at cultivating relationships that further the Our World Neighborhood Charter School mission. The Director of External Affairs builds a plan for communication with external partners to ensure consistent, high-quality messaging that strengthens partnerships through shared enthusiasm for the mission. The Director of External Affairs works closely with the CEO, Director of Finance, and Board to create an annual and long-term fund development strategy at the central and school-based levels. The Director of External Affairs will represent Our World Neighborhood Charter School and its schools in public forums. The Director of External Affairs will work closely with the school-based staff to design and support school-based efforts

to support the school's achievement of its goals, be it advising school based operations or admissions staff on effective community outreach campaigns for student recruitment to ensure annual enrollment targets are met and or working closely with school principals to design effective parent engagement activities to support strong student retention.

Minimum requirements:

Skills and Characteristics:

- Proven leadership skills
- Exceptional written and oral communication skills
- Significant experience and abilities as a public speaker and ability to effectively advocate for children and communicate the urgent need to close the achievement gap
- Experience handling press inquiries and serving as an organizational spokesperson
- Skilled at building alliances and partnerships with community organizations · Experience with outreach in diverse communities
- Advanced strategy and planning skills; an ability to think ahead and plan over a 1-3 year time span
- Proven track record of raising public and private grant dollars
- Bachelor's degree from a competitive college or university
- M.B.A., J.D., or Master's in Public Policy or Education
- Minimum of 5 years in a senior leadership position

Central Office Human Resources Coordinator

The Human Resources Coordinator reports to the central office CEO and works closely with the school-based principal and operations manager to ensure that each school is in good standing and complete compliance with all state and federal regulations regarding staff employment and personnel policies at all times. The Human Resource Coordinator implements all aspects of human resources from onboarding candidates who accept a job offer from the central office or individual school to preparation of separation notices and related documents for staff and the conducting of exit interviews. Remaining at the school level is talent recruitment process up to the extending of an offer letter which is overseen by the Principal and/or his or her designee.

Among his or her responsibilities are:

1. Administering a wide variety of personnel policies, processes employment agreements (recruitment, selection, place ads, documentation, orientation, employee contracts, job descriptions, etc.)
2. Collaborating with internal and external personnel (auditors, fire dept, health inspector, vendors, parents, ems, etc)
3. Consulting and advising administrators on a wide variety of sensitive personnel issues (discipline, terminations, promotions, return to work, etc)
4. Coordinating recruitment (advertisement, new employee orientation, etc)
5. Employee relations: investigate grievances and/or complaints from employees (sexual harassment, pay, assignment disputes, etc)
6. Maintaining files for records (background info, personnel files, resumes, employee evaluations, etc.)
7. Conducting background checks
8. Conducting certification checks

9. Responding to written and verbal inquiries (Workers compensation, unemployment, short term disability, FMLA, COBRA, etc)
10. Overseeing employee benefits programs responsibilities (life insurance, retirement, flexible spending, dependent care, long term disability, lost insurance cards, open enrollment, metro card, short term disability, inquiries concerning co pays, etc.)
11. Conducting exit interview
12. Processing enrollment for Benefits & Retirement
13. Negotiating with vendors during open enrollment
14. Yearly audits

Minimum Requirements:

- Bachelor's degree or higher in business, human resources (HR), human resource management or human resource administration.
- At least 3 years experience in human resources in an educational, nonprofit or for-profit settings.
- Strong interpersonal skills
- Strong written and speaking skills

Central Office Administrative Assistant

The Administrative Assistant provides administrative support to the CEO and other members of the central staff.

Characteristic Duties and Performance Standards:

- Provide continuous support to the CEO and all central staff.
- Answer and direct all incoming calls and maintain central staff calendars
- Collect information; prepare reports and correspondence as required by supervisor.
- Sort and distribute mail.
- Copy and distribute materials as required by the supervisor.
- Adhere to policies and procedures related to the maintenance of all office records and personnel and student files maintained at central office level.
- Track and maintain documentation, as required, including employee tardiness and absences.
- Accept responsibilities as delegated by the CEO and or other supervisory authority.
- Use technology, Power school, ATS, Microsoft suite, with efficiency for record keeping, administrative tasks, and communications.
- Conduct one-self according to professional, ethical principles. Continuously strive to improve office methods, clerical techniques, and interpersonal relationships.
- Adhere to all procedures and policies as outlined in the Employee Manual.
- Perform various assigned responsibilities, as allowed by state and federal laws, of other employees in tier absence to the extent other responsibilities permit.

Required Education/Skills:

- Associates Degree in Secretarial Sciences, Business or related field is required.
- Three years experience in a secretarial and/or reception position in a high volume office setting is required.
- High school diploma and two additional years of experience may be substituted for the Associates Degree requirement.
 - Needs to demonstrate the ability to:

- Communicate through superior written and oral communications skills.
- Consistently organize incoming and outgoing tasks and communications.
- Consistently utilize all features of the computer programs necessary for completing school reporting procedures. Use of Word, Excel, and Mail programs in a proficient manner. Learn and implement new computer programs as needed.
- Work on multiple projects and respond to requests and deadlines in an accurate, timely manner.
- Make sound decisions within the parameters of authority.
- Be courteous, professional and tactful at all times.
- Display a professional appearance.
- Maintain a positive working relationship with faculty, staff, board members, parents, students, visitors, authorizer, and community.

OWN Charter School 2 Principal Job Description

The OWN Charter School 2 Principal will serve as a central leadership figure within the school and is the instructional leader of the school. The Principal will work closely with, and report directly to central office CEO and work closely with central office staff Director of Finance, Director of External Affairs and Human Resource Coordinator. The Principal is the administrator and educational leader of the school and bears a responsibility for the continuous operation of the school and all matters that concern the school including student achievement. The Principal supervises all school personnel, directly and/or indirectly

Responsibilities:

- Responsible for the overall instructional program of the school, its development, delivery and assessment.
- Oversees the issues that concern the school as a whole and will facilitate communication and build consensus among teachers, staff and families in support of the school's mission.
- Recruits and hires all staff.
- Together with the central office CEO, maintains open communication with the school's authorizer.
- Under the direction of the central office CEO, produces all required reports to the school's authorizer and submits reports subject to Board's approval.
- Responsible for the success of all school programs and will ensure that the school is in compliance with the school's approved charter, board policies, appropriate governmental statutes, its authorizer's and NYSED regulations and all other applicable governmental laws and regulations.
- Accountable for the attainment of student achievement goals for all students and for the school to achieve and maintain good standing by its authorizer as well as the continual renewal of its charter.
- With support from and in collaboration with the central office Director of External Affairs, communicates the vision of the school to the public and the press and represents the school to parents, community leaders and the general public.
- Works with the Parent Association, with support from the central office Director of External Affairs, to ensure that all parents are engaged in all aspects of the life of the school and have the opportunity to provide input.
- Oversees and, with support of the operations manager and central office Director of External Affairs, implements the parent outreach and student recruitment process.

- Works directly with central office Director of Finance and CEO and school-based operational and finance staff to ensure financial stability, sound fiscal planning, effective asset management and full compliance with government and charter audit requirements.

The Principal will have knowledge and understanding of:

- OWN Charter School 2's vision and mission
- Child and adult learning and development, the teaching-learning process and educational change.
- Relevant research findings and strategies for using data to develop, implement, and maintain the school vision.

Demonstrated capacity and experience in the ability to:

- Implement the instructional program of the school.
- Use shared decision-making effectively in the management of the school.
- Work collaboratively with the school community to develop and maintain a shared school vision.
- Ensure that decision-making regarding instructional programs and school operations are consistent with and supportive of the school vision.
- Manage members of his or her instructional and non-instructional team
- Foster a caring, growth-oriented environment for faculty and students, one in which high expectations and high standards for student achievement will be emphasized.
- Manage fiscal resources responsibly, efficiently, and effectively.
- Manage human resources responsibly, with support from the central office Human Resources Coordinator, by selecting and inducting new personnel appropriately, assigning and evaluating all staff effectively, and taking other appropriate steps to build an effective school staff.
- Facilitate school-based research and use these and other research findings to plan school improvement initiatives, pace the implementation of these changes, and evaluate their impact on teaching and learning.
- Engage in community outreach and marketing to drive student recruitment efforts.

Minimum Qualifications and Training:

- A minimum of 3 years of experience in an educational setting as a Principal, with a strong knowledge of leadership principles and practices gained through work experience and formal education;
- At least five years of experience as a teacher in an urban school environment
- New York State School Building Leader or School District Leader Certification preferred;
- Exceptional understanding of instructional practices including those related to delivery of instruction, development of curriculum and assessment of student performance;
- Exceptional speaking and writing skills;
- Strong business and operational knowledge and skills;
- Exceptional interpersonal skills and an effective communicator and strong motivator;
- A visionary who is a strong and confident decision-maker;
- Facility with computer technology in gathering information and coordinating technical resources for students, teachers, and classrooms;

ELA and Math Instructional Coach Job Description

Instructional Coaches provides teachers an exemplary ongoing professional development program that contributes to their development as informed, responsible and accountable educators and as leaders in their classrooms. Ensure that students receive a first class learning experience that maximizes their intellectual, social, emotional, and physical development, including the development of their ability to

apply their intellect to solving problems. The ELA and math coaches report directly to the OWN Charter School 2 Principal

Primary Tasks:

1. Share a commitment to the success of the mission, goals, and objectives of the charter school.
2. Support and fully participate in a school culture that focuses on student and adult learning.
3. Set high expectations and standards for the achievement of instructional staff, students and own personal performance.
4. Offer content and instruction that ensures student achievement of school's academic standards.
5. Support the school's philosophy that values continuous learning for adults tied into student learning and other school goals.
6. Use multiple sources of data collection to analyze barriers to student achievement and to access, identify and apply to instructional improvement.
7. Provide opportunities for the community to be involved in student and school success.

Characteristic Duties and Performance Standards:

- Accept responsibility for the successful implementation of OWN Charter School 2's program and for the achievement of all students.
- Assume responsibility for coordinating and reporting teacher meetings and visits to the Executive Director or designee.
- Responsible for school-wide assessments.
- Serve as a guide and support in educational technology and integration across the curriculum.
- Guide teachers' learning process towards achievement of curriculum goals and implementation of personal learning plans of students.
- Lead teachers in effective planning, curriculum mapping and organization for instruction.
- Select appropriate, approved materials for implementation of subjects and guide teachers in adapting materials and methods across the curriculum to the learning styles and abilities of individual students.
- Use creative instructional methods and procedures that adapt effectively to unusual situations.
- Motivate teachers to achieve their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback: hold high expectations and demonstrate sensitivity to different learning styles.
- Organize resources effectively to support learning activities in the classroom and school.
- Demonstrate exceptional classroom techniques which include: the art of questioning, clarity of assignments, communication in large and small groups and with individual students, an atmosphere of mutual respect, independent thought and expression, and student teacher experiences.
- Work cooperatively with parents to generate parents' confidence in the teacher and instructional program.
- Participate in the development of policies and regulations that affect instructions and conditions for success.
- Identify, participate in and evaluate professional development opportunities.
- Use technology effectively for instruction, record keeping and other administrative tasks, and communications.
- Share responsibility for marketing OWN Charter School 2 to the community.
- Adhere to all procedures and policies as outlined in the Employee Manual, Faculty Handbook, and Parent-Student Handbook.

- Perform various assigned responsibilities, as allowed by state and federal laws, of other employees in their absence to the extent other responsibilities permit.

Required Education/Skills:

Bachelor Degree in area of primary responsibility, Masters Degree preferred, valid teacher certificate, demonstrated competence as a teacher in area of primary responsibility, and computer literate.

Needs to demonstrate he ability to:

- Communicate through superior written and oral communications skills.
- Exhibit a high caliber of expertise in subject matter.
- Work on multiple projects and respond to requests and deadlines in an accurate, timely manner.
- Research effectively, including internet research proficiency, working knowledge of MS Word and other educational software.
- Map and implement curriculum.
- Make sound decisions within the parameters of authority.
- Be courteous, professional and tactful at all times.
- Maintain a positive working relationship with faculty, staff, board members, parents, students, authorizer and community.
- Be respected as adult learner and as an individual.
- Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

Special Education Coordinator

The Special Education Coordinator manages the school's special education, ELL and academic intervention programs under the director of the OWN Charter School 2 Principal and reports directly to the Principal. The special education coordinator is expected to collaborate closely with the principal and instructional coaches to ensure integration of intervention services within the classroom and in accordance with student IEPs.

Responsibilities:

- Oversee special education and related services, programs and grants, and ensure OWN Charter School 2 compliance with state and federal laws and regulations related to the implementation of IDEA.
- Oversee ELL program, and ensure OWN Charter School 2 compliance with state and federal laws and regulations related to the ELLs.
- Effectively liaise with CSE to ensure compliance
- Observations and performance evaluations of all Special education staff, ELL and intervention staff and social worker.
- Recommendations for retention, and salary of special education staff, Social Worker, ELL Teacher, and other intervention staff
- Oversee Title I program, and ensure OWN Charter School 2 compliance with state and federal laws and regulations related to the Title I.
- Support implementation of NCLB and attainment of State standards.
- Remain current regarding laws, policies, trends and best practices related to education in general and special education, ELL and Title I programs, specifically, and share this knowledge with administrators and staff on a regular basis.

- Interpret, explain, and apply district State and Federal laws, guidelines, policies and procedures for staff, students, parents, and others in a timely and accurate manner.
- Working with the principal and instructional coaches in overseeing the implementation of the co-teaching model between general education teachers and special education teachers in the ICT classroom through supervision, staff development and evaluation.
- Collaborate and coordinate with the instructional coaches to ensure the needs of special education, ELL and Title I students are met and programs are in compliance with all applicable laws and regulations.
- Develop systems, tools and policies/procedures for effective implementation of special education, ELL and Title I services, as needed.
- Expand learning opportunities for students in an on-going effort to update opportunities, improve services and programs, offer instructional pathways based on best practices, and maximize progress.
- Assist and provide support with complex individualized education plans including facilitating meetings and advising instructional leaders for more involved IEP processes.
- Work to create a collaborative and innovative culture in special education and throughout the school community.
- Coordinating with the instructional coaches and teachers regarding instruction of children with special needs.
- Align program development and coordination with the goals of the school and in collaboration with administrators, special education and intervention staff and other school staff to ensure the best use of resources in providing services for students.
- Assist in the development of the special needs, ELL and Title I program budget and planned management of resources to support learning goals.
- Assist Principal with recruiting, screening, hiring, assigning and provide leadership in training special education staff, Social Worker, ELL Teacher, and other intervention staff.
- Apply high-quality problem-solving skills and exercise expert judgment to resolve issues for parents, students and/or staff.
- Serve as a resource and/or consultant to school administrators and personnel on the nature, causes, and solutions to the learning difficulties of children.
- Provide thorough and timely reports, data, and information as requested.

Minimum Qualifications and Training:

- Master's Degree in Special Education;
- Appropriate state certification as a special education teacher and any other credentialing required
- At least 5 years combined experience as a Special Education Teacher and/or Special Education Coordinator in an urban elementary school setting
- Understanding of and commitment to the mission, goals, educational philosophy and activities of OWN Charter School 2, as described in the school's charter.
- Appropriate state certification as a special education teacher and any other credentialing required.
- Special education administrative and/or teaching experience, including case management experience.
- Demonstrated ability to adapt to the specific needs of individual students.
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community.

- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles.
- Demonstrated ability to evaluate tests and measures of achievement.
- Demonstrated ability to work effectively and collaboratively with colleagues, parents and community members.
- Communication and interpersonal skills, in both oral and written form, that: employ effective listening tools and skills; demonstrate the ability to interact effectively and collaboratively with diverse individuals or groups.
- Extensive knowledge of the provisions of IDEA, Section 504, assessment and curriculum, especially assessment and curriculum for special education.
- Skilled in program development and evaluation including gathering and analyzing data and development and implementation of improvement plans; project management; instructional development; creative thinking; and commitment to quality.
- Skilled in leading, supervising, coaching, and evaluating special education staff and others as may be assigned.
- Ability to creatively problem-solve.
- Demonstrated ability in identifying staff development needs and planning and delivering in-service training.
- Knowledge of programs that support learning among students with special needs that include special education, behavior, and "at-risk."
- Demonstrated ability to inform and support administrators, instructional staff (both special and general education) and parents regarding special education and Section 504 law, policies and procedures; assists in compliance with state and federal requirements.
- Demonstrated ability to organize, plan and facilitate regularly scheduled meetings that include special educators and Section 504 facilitators in an effort to maintain consistency of program services.
- Knowledge and experience with programs that support learning among students of diverse ethnic and cultural backgrounds.
- Experience with using data-based decision-making including successful strategies and processes for program evaluation to measure achievement of school and district goals.
- Technological skills necessary to use electronic tools for data-based decision-making and effective communication, such as e-mail, word processing, spread sheets and data bases, and ability to learn new programs as needed.
- Demonstrated ability to implement effective prevention, intervention, and disciplinary practices.
- Demonstrated willingness to be held accountable for student results.
- Commitment to continuous improvement and learning through professional development.
- Bilingual Spanish/English a plus
- Familiarity or experience with the Sanctuary Model a plus

Operations Manager Job Description

The Operations Manager is responsible for planning, organizing and directing long-range and daily operational aspects of a growing charter school. S/he reports directly to the OWN Charter School 2 Principal and central office Director of Finance. The operations manager supervises the school Nurse and oversees and manages the school's contracted service providers.

Student Records

- Oversee the implementation of the school's Student Information System (School Insight) to ensure that it includes accurate data with respect to daily attendance, student grades, student meal counts, student discipline and withdrawal information. The Director of School Operations also will be responsible for delegating some related clerical tasks to the school's Executive Assistant.
- Oversee student enrollment process, assisting with student recruitment, the development of the new student enrollment packet and maintaining all lottery records.
- Administer and collect student records for all students including immunization records, lunch applications, home language surveys, emergency contact forms, press release forms, etc.
- Work to ensure that accurate student data is present and updated across each of the school's different systems.

School Operations Management

- Ensure that the regional office receives all information necessary to successfully complete Core Data screens in advance of the deadlines required by DOE.
- Coordinate/supervise breakfast, lunch, and snack scheduling and distribution (including Saturday School).
- Collaborate with school transportation provider to ensure that all students who are eligible for transportation receive transportation in the most reliable, most efficient and most cost-effective way possible.
- Work with Bookkeeper to track and maintain all inventory for the OWN Charter School 2, ensuring that the school adheres to all regional policies with respect to inventory, asset allocation and asset tracking.
- Ensure that the school has a comprehensive medical policy for students and that the policy is followed, including with respect to ensuring that students are only provided medication in the appropriate way, that each administration is documented and that there is a comprehensive log of who gave each dose and the time it was given.
- Assist with the clean-up of our building after student emergencies or events.
- Serve as a full-time and engaged member of school staff, including monitoring daily dismissal, accompanying students on field lessons, assisting with student enrichment activities, and working with other staff members to ensure fulfillment of the school's mission.
- Ensure that the school has an emergency protocol in place and adheres to all state and federal requirements related to conducting safety drills (including fire drills, intruder drills, tornado drills, etc...)
- Work with staff members to assist in the preparation for and running of schoolwide events, including Back to School Night and Parent Teacher Conferences, by ensuring that all set-up, coordination and breakdown is complete.
- Scheduling routine facility maintenance with local contractors, including routine technology maintenance and the fixing of school assets like desks and chairs.
- Assist other members of the school's leadership team, including grade level chairs, in the planning and execution of school programs and events.
- Lead the school's efforts in the area of energy and utility management in the building

Transportation

- Ensures that 100% of transportation requests are addressed within 48 hours of written notice and that necessary changes are relayed to the Bus Company while also ensuring that all student bus routes are accurately inputted into School Insight.

- Ensures that documentation exists to support each time a student is sent home in a cab and that the bill for that cab is assigned to a student's account

State and National testing administration

- Ensures that the NWEA roster files are uploaded prior to the testing window each year so that students can take the NWEA tests during the prescribed time frames. Assist with any and all duties related to coordinating the NWEA administration.
- Ensures that the school follows all of DESE's policies and procedures with respect to administering the MAP assessment by serving as the school's testing coordinator.

Office Operations Management

- Develop and manage systems to ensure that the office is running smoothly and that everyone has what they need to be efficient and effective in their work. Specific systems include, but are not limited to:
 - Procurement of office supplies and technology needs:
 - Visitors
 - Office upkeep and maintenance
 - External materials (development folders, teacher recruitment flyers, media pamphlets, etc.)
 - o Meeting setup/take down and communicating next steps
- Performing administrative duties such as filing, copying, faxing, typing schedules, letters, booking travel, and maintaining the OWN Charter School 2.
- Work with Bookkeeper to ensure that a continual supply of the most frequently used items is available in the supply closet for teacher use (including, for example, pens, pencils, copy paper, etc...).
- Manage all requests for school-based volunteering opportunities.

Minimum Qualifications and Training:

- Demonstrated record of leadership, management and interpersonal skills.
- Bachelor's Degree, or higher degree, in Operations Management, Organizational Management, Business or related field.
- At least 3 years of successful record of prior employment in an operational capacity in an educational environment.
- Knowledge of and experience with school facilities and relevant technologies.
- Knowledge of relevant laws, regulations and charter authorizer requirements

Technology Coordinator Job Description

The Technology Coordinator is primarily concerned with the development, implementation, operation, monitoring, and evaluation of the school's K-5 technology programs. S/he provides leadership in identifying hardware and software purchases, ensuring that they are consistent with the technology plan. S/he coordinates, and may deliver, staff development on technology competencies needed for teaching at the school S/he works collaboratively with the other members of the staff to use technology and include technology applications as an integral part of the total instructional program. The Technology Coordinator ensures compliance with the Internet use policy and is responsible for updating and implementing of the schools Technology Plan. The Technology Coordinator reports directly to the OWN Charter School 2 Principal

Primary Tasks:

1. Provides leadership for short- and long-range planning for all technology initiatives: vision, goals, program objectives/strategies/activities, infrastructure, staffing, training, evaluation, budgeting, and collaboration with others. Assists the coordinators and facilitators with implementing the system and the building-level technology plans in accordance with the OWNCS Technology Plan.
2. Plans, develops, and implements staff development activities to meet established instructional technology integration needs & computer skills curriculum.
3. Works with other staff members and community to integrate technology in the ongoing instructional program for all curriculum areas by identifying strategies and materials, and by implementing activities for integration.
4. Serves as a system contact for all technology-related communication in the school and to the larger community.
5. Maintains the school website and oversees or creates general school wide documents.
6. Maintains inventory of computer system components and software, including all licenses. Ensures that all licenses are current.
7. Establish, implement and maintain a schedule for hardware and software upgrades.
8. Maintain effective relationships with employees, Internet Service Providers, vendors and others.
9. Manage implementation of PowerSchool and SuccessMaker learning, obtaining appropriate training where applicable.
10. Determines and recommends when 3rd party support is needed; evaluates past assistance and creates a budget for support and internal advancement training necessary for the elimination of outside support.
11. Creates and implements backup support systems for technology department so that all IT functions are fully covered in the eventuality of staffing absence.

Characteristic Duties and Performance Standards:

- Accept responsibility for the successful implementation of OWN's mission and for the achievement of all students.
- Assume responsibility for coordinating, leading and supporting the work and meetings of the technology department.
- Serve as a representative to current and prospective donors and when required to the Education Committee of the Board of Trustees.
- Guide teachers' learning process towards understanding the role that technology can and does play in their curriculum.
- Work with the school's leadership around issues of K-8 technology education.
- Participate in the development of policies and regulations that affect instructions and conditions for success.
- Identify, participate in and evaluate professional development opportunities for technology department, faculty, staff and school leadership.
- Adhere to all procedures and policies as outlined in the Employee Manual, Faculty Handbook, and Parent-Student Handbook.
- Perform various assigned responsibilities, as allowed by state and federal laws; of other employees in their absence to the extent other responsibilities permit.

Required Education/Skills:

Bachelor Degree, but Masters Degree preferred. Three years of K-12 teaching and supervisory experience is required.

Needs to demonstrate he ability to:

- Communicate through superior written and oral communications skills.
- Exhibit a high caliber of expertise in general knowledge of computers, related technologies, infrastructure requirements and components of local and wide area networks, Internet, and intranets as they apply to K-8 education.
- Train educators in the use of hardware and software to meet NYS technology competencies.
- Manage financial resources.
- Work on multiple projects and respond to requests and deadlines in an accurate, timely manner.
- Make sound decisions within the parameters of authority.
- Be courteous, professional and tactful at all times.
- Maintain a positive working relationship with faculty, staff, board members, parents, students, authorizer, vendors, Internet providers, consultants and community.
- Be respected as an individual.
- Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

Classroom Teacher Job Description

Classroom teachers provide students with a first class learning experience that maximizes their intellectual, social, emotional, and physical development, including the development of their ability to apply their intellect to solving problems and contribute to their communities as enlightened and responsible citizens. Teachers report to the OWN Charter School 2 Principal.

Primary Tasks:

1. Share commitment to the success of the mission, vision, goals, and objectives of OWN Charter School.
2. Support and fully participate in a school culture that focuses on student and adult learning.
3. Set **high** expectations and standards for the achievement of students and own personal performance.
4. Offer content and instruction that ensures student achievement of school's academic standards.
5. Support the school's philosophy that values continuous learning for adults tied to student learning and other school goals.
6. Use multiple sources of data collection to analyze barriers to student achievement and to access, identify and apply to instructional improvement.
7. Provide opportunities for the community to be involved in student and school success.

Characteristic Duties and Performance Standards:

- Accept responsibility for the achievement of students.
- Guide the learning process toward achievement of curriculum goals and implementation of personal learning plans of students for general education and students with disabilities and/or IEP's.
- Demonstrate effective planning and organization for instruction by: having lesson plans available at least one week in advance to assist in case of absence; taking attendance as required on both ATS and Power School; tracking and submitting grades accurately and on time; keeping classroom organized, neat and attractive at all times.

- Motivate students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback; set high expectations; and demonstrate sensitivity to different learning styles.
- Use creative instructional methods and procedures and adapt effectively to unusual situations.
- Select appropriate materials for implementation of subjects you teach and adapt materials and methods to learning styles and abilities of students.
- Use resources effectively to support learning activities in the classroom, the school, and the community.
- Demonstrate exceptional classroom techniques which include: the art of questioning, clarity of assignments, communication in large and small groups and with individual students, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences.
- Work cooperatively with parents and generate parents' confidence in the teacher.
- Demonstrate genuine concern for students in a climate characterized by high personal and student expectations.
- Promote good citizenship through actions as a role model.
- Provide a classroom atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship.
- Participate in the development of policies and regulations that affect instruction and conditions for success.
- Use technology effectively for instruction, record keeping and other administrative tasks, and communications.
- Share responsibility for professional, cooperative staff relations and for out-of-class activities important to the operation of school. Serve, when asked, as a teacher-mentor.
- Conduct one's self according to professional and ethical principles. Continually strive to improve classroom methods, teaching techniques, and interpersonal relationships. Adhere to all school policies for both students and personnel.
- Share responsibility for marketing OWN Charter School 2 in the community.
- Display personal qualities that reflect favorably upon the individual, the group, and the school.
- Display pride in being a teacher and a member of the OWN Charter School 2 team by displaying positive behavior and fully participating in the school culture. Attend and focus respectfully at faculty meetings and participate on committees.
- Identify and participate positively in professional development opportunities.
- Conduct and document parent conferences.
- Adhere to all procedures and policies as outlined in the Employee Manual.
- Perform various assigned responsibilities, as allowed by state and federal laws, of other employees in their absence to the extent other responsibilities permit.

Required Education/Skills:

- Minimum of a Bachelors Degree in Education or related discipline from US accredited university or college.
- Must have appropriate credentials as designated by New York State Education Department and in accordance with definitions and requirements to be designated a highly qualified and certified teacher as defined by NCLB.
- Must be authorized to work at OWN Charter School 2 through appropriate NYSED fingerprint clearance.
- Must demonstrate competency in all areas of content responsibility and be computer literate.
 - Must be able to:

- Communicate through superior written and oral communications skills.
- Exhibit a high caliber of expertise in subject matter.
- Work on multiple projects and respond to requests and deadlines in an accurate, timely manner.
- Make sound decisions within the parameters of authority.
- Be courteous, professional and tactful at all times.
- Maintain a positive working relationship with faculty, staff, board members, parents, students, authorizer and community.

Required Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Reading Specialist

The Reading Specialist is responsible for providing content knowledge and resources to instructional staff regarding learning and teaching literacy. In addition, the Reading Specialist will be responsible for providing reading intervention instruction to struggling students in ELA through push-in and pull-out instruction. The Reading Specialist will report to the Director of Special Student Services.

Responsibilities:

- Works closely with K-5 teachers to provide direct reading intervention to targeted students in both a push in and pull out model.
- Researches and provides content knowledge and resources to staff about learning and teaching literacy – including:
 - teaching strategies (e.g. Reading in the Content Area);
 - assessment techniques (reading and writing skills);
 - interpretation of assessment results; etc.
- Researches and prepares materials for the use by the teachers, including:
 - teaching strategies (e.g. Reading in the Content Area);
 - assessment techniques (reading and writing skills);
 - interpretation of assessment results; etc.
- Research and provide information and guidance regarding a range of effective and innovative literacy practices through various activities such as:
 - individual discussions (informal and formal);
 - coaching sessions;
 - demonstration lessons with pre- and post-discussion/analysis;
 - study groups;
 - staff meetings; and
 - professional development programs
- Maintain paperwork consistently, appropriately and in a timely manner.

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the school.

- Must be “Highly Qualified”, subject to New York State Education Law, Article 56 Certification Requirements.
- Masters Degree from Reading Specialist/Literacy Program
- Appropriate state certifications;
- At least three years of experience as reading specialist/literacy coach in an elementary school environment.
- Bilingual (including English/Spanish) helpful
- Demonstrated and successful record of prior employment in educational environments.
- Knowledge of and experience with a variety of reading intervention programs and methods and strategies
- Knowledge of and experience with assessments and relevant technologies.
- Experience working with high need populations of students, parents and families.
- Demonstrated ability to communicate and work effectively with parents;
- Demonstrated ability to adapt to the specific needs of individual students;
- Demonstrated ability to utilize varied teaching methodologies to accommodate students’ unique learning styles;
- Demonstrated ability to evaluate tests and measures of achievement;
- Demonstrated ability to work effectively and collaboratively with colleagues, parents and community members;
- Demonstrated willingness to be held accountable for student results;
- Familiarity or experience with the Sanctuary Model a plus, but not required.
- Commitment to continuous improvement and learning through professional development.

ELL Teacher

ELL Teachers are responsible for the instruction of students with Limited English Proficiency (LEP). They report directly to the Director of Special Student Services.

Responsibilities

- Providing direct and indirect instruction to ELL students;
- Engaging in long and short-term planning addressing individual needs of ELL students;
- Evaluating ELL students’ progress;
- Teaching a multi-model approach;
- Providing an inviting, exciting, innovative, learning environment;
- Establishing and maintaining effective and appropriate classroom management procedures;
- Preparing written reports accurately;
- Communicating and consulting effectively with parents, students, teachers and administrators;
- Performing such additional tasks and assuming such additional responsibilities as are assigned by the Director of Special Student Services, Principal, Director of Curriculum and Instruction and are consistent with the goals and objectives of the position.

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the school, as described in the school’s charter.
- Must be “Highly Qualified”, subject to New York State Education Law, Article 56 Certification Requirements.

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the school.
- Minimum Masters Degree from an ESL program
- Appropriate state certifications;
- Bilingual (Spanish/English, preferred)
- At least two years experience as an ESOL (English for Speakers of Other Languages) or ELL program teacher in an elementary school environment, particularly in an urban environment with high need students;
- Demonstrated proficiency in sheltered instruction techniques and strategies
- Demonstrated ability to communicate and work effectively with parents;
- Demonstrated ability to adapt to the specific needs of individual students;
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles;
- Demonstrated ability to evaluate tests and measures of achievement;
- Demonstrated ability to work effectively and collaboratively with colleagues, parents and community members;
- Demonstrated willingness to be held accountable for student results;
- Commitment to continuous improvement and learning through professional development.

Special Education Teacher

The Special Education Teachers may serve as co-teaches with the General Education teacher in an ICT Classroom or may be a SETSS teacher on a grade level. They also provide consultation and support to general education teachers in addressing the needs of their students with IEPs in the general education classrooms. The Special Education Teacher will report to the Director of Special Student Services.

Responsibilities:

- Conduct ongoing training for regular and special education teachers and instructional assistants regarding inclusive education practices, curriculum modifications and behavior interventions for special needs students in general education classrooms.
- Collaborate with their general education co-teacher and assistant teacher in adapting curriculum for special needs students, and provide modified curriculum and resources as needed by classroom teachers.
- Work together with their general education co-teacher and assistant teacher with developing daily reports, behavioral schedules and social skills curriculum for special needs students in general education classrooms.
- Model teaching strategies and techniques for general education teachers for special needs students in general education classroom.
- Provide resource room instruction to students whose IEPs require some instructional time outside of an inclusion setting.
- Provide consultation and support for parents of special needs students and help to facilitate positive collaboration between parents and teachers.
- Confer frequently with the district of residence special education support staff and administrators to provide needed services regarding inclusive education practices.
- Attend IEP's and staff/parent meetings of students with special needs as requested.
- Assist general education teachers in problem solving and program issues related to inclusive education practices.

- Operate according to the professional standards of the school, which will be defined in detail within the schools' staff policies and procedures handbook.

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the school, as described in the school's charter.
- Minimum Masters Degree in Special Education
- Appropriate state certification as a special education teacher and any other credentialing required
- Knowledge of special education laws and requirements;
- At least three years of successful experience in classroom teaching experience with students with special needs in an urban setting is desirable before assignment to this position.
- Demonstrated willingness to be held accountable for student results.
- Bilingual (Spanish/English, preferred)
- Familiarity or experience with the Sanctuary Model a plus, but not required

Special Education Teacher Candidates must possess knowledge of:

Principles, practices, and trends, affecting inclusion programs; organization, planning, and program evaluation strategies; techniques and procedures regarding curriculum and instruction design and delivery systems for both special education and core curriculum; human relationships, conflict resolution strategies and procedures; and team building methods and techniques.

Successful Candidates will demonstrate ability to:

- Plan, organize, and coordinate full inclusion program;
- Supervise in the development of strategies for curriculum modifications;
- Develop and present training for teachers in best practices regarding full inclusion;
- Evaluate and analyze complex problems, issues, and concerns, and recommend appropriate alternative solutions;
- Communicate effectively in oral and written form to a variety of audiences.
- Commitment to continuous improvement and learning through professional development.

Content Area Teachers

Content Area Teachers (Spanish, Music, Art, Film, Gym/Health) are responsible for ensuring that all students in their subject classes are achieving at high levels academically. All content area teachers report to the OWN Charter School 2 Principal.

Responsibilities:

- Develop effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks and of state learning standards.
- Plan purposefully to provide students with opportunities for constructing meaning and developing understandings of new concepts.
- Utilize developmentally appropriate and rigorous curricula and instructional materials and present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas.
- Administer, collect and analyze qualitative and quantitative data gathered from a variety of assessments on each student.

- Reflect regularly on data from student assessments alone and with colleagues, administration, or students' families in order to inform his or her work, modify practices and increase student achievement.
- Collaborate with other general education teachers, special education teachers, ELL teachers, and reading specialists and other colleagues in designing and teaching integrated lessons that improve student achievement.
- Collaborate with special education teachers to execute IEPs for students with special needs in order to ensure they achieve academically at high levels, and are fully included in the school community.
- Build relationships with students' families through frequent communication about students' progress and ways that families can support their children's learning.
- Create a classroom community that maintains the school's high academic and social expectations for students.
- Actively work to improve his or her own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to generally increase his or her effectiveness in the classroom and in the school community.

Minimum Qualifications

- Fulfillment of all NCLB "highly qualified" requirements and NYS **Certification**
- Minimum of two-years teaching in an elementary school as a content area teacher or in other relevant educational positions (e.g. Teach for America corps members), preferred.
- Bachelor's Degree, or higher degree, in content area or Education
- Demonstrated and successful record of prior employment in diverse educational environments.
- Knowledge of and experience with assessments and relevant technologies.
- Experience working with diverse populations of students, parents and families.

Social Worker Job Description

The Social Worker provides students with a first class learning experience that maximizes their intellectual, social, emotional, and physical development, including the development of their ability to apply their intellect to solving problems and contribute to their communities as enlightened and responsible citizens. S/he assists students and families to negotiate the many challenges that may interfere with positive school learning. S/he acts as a resource to teachers and administrators on issues of child mental health and social well-being all aimed at advancing the understanding of the emotional and social development of children and the influences of family, community, and cultural differences on student success and by implementing effective intervention strategies.

Primary Tasks:

1. Share commitment to the success of the mission, vision, goals, and objectives of OWN Charter School 2.
2. Support and fully participate in a school culture that focuses on student and adult learning.
3. Set **high** expectations and standards for the achievement of students and own personal performance.
4. Offer support programs that ensures student achievement of school's academic standards.
5. Support the school's philosophy that values continuous learning for adults tied to student learning and other school goals.
6. Use multiple sources of data collection to analyze barriers to student achievement and to access, identify and apply to instructional improvement.
7. Provide opportunities for the community to be involved in student and school success.

Characteristic Duties and Performance Standards:

- Accept responsibility for the achievement of students.
- Understands the IEP process.
- Participates in SIT, Child Study, eligibility and Special Education related teams.
- Identifies needs and offers in-service training for staff.
- Understands Child Abuse and Neglect laws and regulations of NYS.
- Makes reports when warranted to the appropriate agencies and follows up with the home/school/agency collaboration.
- Provide counseling to students whose IEP's mandate such counseling.
- Provide crisis intervention services as appropriate and as requested.
- Conduct effective meetings and conferences (including the resolution of disagreements.)
- Work cooperatively with parents and generate parents' confidence in the teacher.
- Demonstrate genuine concern for students in a climate characterized by high personal and student expectations.
- Promote good citizenship through actions as a role model.
- Participate in the development of policies and regulations that affect instruction and conditions for success.
- Share responsibility for professional, cooperative staff relations and for out-of-class activities important to the operation of school.
- Conduct one's self according to professional and ethical principles. Adhere to all school policies for both students and personnel.
- Share responsibility for marketing OWN Charter School 2 in the community.
- Display personal qualities that reflect favorably upon the individual, the group, and the school.
- Display pride in being a teacher and a member of the OWN Charter School 2 team by displaying positive behavior and fully participating in the school culture. Attend and focus respectfully at faculty meetings and participate on committees.
- Identify and participate positively in professional development opportunities.
- Adhere to all procedures and policies as outlined in the Employee Manual.
- Perform various assigned responsibilities, as allowed by state and federal laws, of other employees in their absence to the extent other responsibilities permit.

Required Education/Skills:

- Minimum of a Bachelors Degree in Social Work or related discipline from US accredited university or college.
- Must have appropriate credentials as designated by New York State Education Department and in accordance with definitions and requirements to be designated a highly qualified and certified social worker as defined by NCLB.
- Must be authorized to work at OWN Charter School 2 through appropriate NYSED fingerprint clearance.
- Must demonstrate competency in all areas of content responsibility and be computer literate.
 - Must be able to:
 - Communicate through superior written and oral communications skills.
 - Exhibit a high caliber of expertise as a counselor.
 - Work on multiple projects and respond to requests and deadlines in an accurate, timely manner.

- Make sound decisions within the parameters of authority.
- Be courteous, professional and tactful at all times.
- Maintain a positive working relationship with faculty, staff, board members, parents, students, authorizer and community.

Assistant Teacher Job Description

Assistant Teachers support teachers in providing students with a first class learning experience that maximizes their intellectual, social, emotional, and physical development, including the development of their ability to apply their intellect to solving problems and contribute to the communities as enlightened and responsible citizens. Assistant teachers report to the OWN Charter School 2 principal.

Primary Tasks:

1. Share commitment to the success of the mission, vision, goals, and objectives of OWN Charter School 2.
2. Support and fully participate in a school culture that focuses on student and adult learning.
3. Set high expectations and standards for the achievement of students and own personal performance.
4. Support the classroom teacher in offering content and instruction that ensures student achievement of school's academic standards.
5. Support the school's philosophy that values continuous learning for adults tied to student learning and other school goals.
6. Support the use of multiple sources of data collection to analyze barriers to student achievement and to access, identify and apply to instructional improvement.
7. Support all efforts to provide opportunities for the community to be involved in student and school success.

Characteristic Duties and Performance Standards:

- Share responsibility for the achievement of students.
- Support the classroom teacher in guiding the learning process toward achievement of curriculum goals and implementation of personal learning plans of students.
- Support the classroom teacher in effective planning and organization for instruction by: being aware lessons plans to assist in case of absence; taking attendance as required; keeping classroom organized, neat and attractive at all times.
- Motivate students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback; set high expectations; and demonstrate sensitivity to different learning styles.
- Use resources effectively to support learning activities in the classroom, the school, and the community.
- Demonstrate exceptional classroom techniques which include: the art of questioning, clarity of assignments, communication in large and small groups and with individual students, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences.
- Work cooperatively with parents and generate parents' confidence in the school.
- Demonstrate genuine concern for students in a climate characterized by high personal and student expectations.
- Promote good citizenship through actions as a role model.
- Support a classroom atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship.

- Participate in the development of policies and regulations that affect instruction and conditions for success.
- Share responsibility for professional, cooperative staff relations and for out-of-class activities important to the operation of school. Serve, when asked, as a teacher-mentor.
- Conduct one's self according to professional, ethical principles. Continually strive to improve classroom methods, teaching techniques, and interpersonal relationships. Adhere to all school policies for both students and personnel.
- Share responsibility for marketing OWN Charter School 2 in the community.
- Display personal qualities that reflect favorably upon the individual, the group, and the school.
- Display personal qualities that reflect favorably upon the individual, the group, and the school.
- Display pride in being a member of the OWN Charter School 2 team by displaying positive behavior and fully participating in the school culture. Attend faculty and grade level meetings and participate on committees.
- Identify and participate in professional development opportunities.
- Supervise students during arrival and dismissal, lunch and recess time, and during other activities when teachers require assistance in the supervision of children.
- Adhere to all procedures and policies as outlined in the Employee Manual.
- Perform various assigned responsibilities, as allowed by state and federal law, of other employees in their absence to the extent other responsibilities permit.

Required Education/Skills:

- Must have appropriate credentials as designated by NY State Education Department and in accordance with definitions and requirements to be designated a highly qualified and certified assistant teacher as defined by NCLB.
- Must be authorized to work at OWN Charter School 2 through appropriate NYSED fingerprint clearance.
- Must demonstrate competency in all areas of classroom responsibility.
- Needs to demonstrate the ability to:
 - Must be able to:
 - communicate through superior written and oral communications skills.
 - work on multiple projects and respond to requests and deadlines in an accurate, timely manner.
 - make sound decisions within the parameters of authority.
 - be courteous, professional and tactful at all times.
 - maintain a positive working relationship with faculty, staff, board members, parents, students, authorizer and community.

Bookkeeper Job Description

The Bookkeeper posts all revenues, bank deposits, expenses, check disbursements in accounting system and maintains files of all related accounting documents; Manages all payroll responsibilities including relationship with payroll service, electronic payroll processing, W-2 and 1099 distribution, time sheet management, posting payroll expenses in accounting system, filing of related documents using Binder System; Tracks all days off (vacation, sick, personal, jury duty, bereavement, excused absences for professional development) and researches ways to automate tracking and communicating this to staff members. The bookkeeper has a dual reporting role to both the OWN Charter School 2 Principal and the central office Director of Finance.

Job Responsibilities

1. Purchase supplies and equipment as authorized by management.
2. Work with Operations Manager to ensure all supplies are ordered for staff and instructional purposes.
3. Gather purchase orders, packing slips and supplier invoices for payment in a timely manner.
4. Monitor office supply levels and reorder as necessary.
5. Tag and monitor fixed assets.
6. Ensure that receivables are collected promptly.
7. Record cash and check receipts and make bank deposits.
8. Conduct a **monthly reconciliation** of bank account when requested.
9. Conduct periodic reconciliations of all accounts to ensure their accuracy.
10. Maintain the petty cash fund.
11. Provide information to the external accountant who creates the company's financial statements.
12. Aid in the assembling of information for external auditors for the annual audit.
13. Maintain an orderly accounting filing system as directed by Finance Director.
14. Provide clerical and administrative support to management as requested.
15. Obtain all Free and Reduce Application and process in lunch program software. Ensure that the school satisfies all National School Lunch Program requirements, including collecting and evaluating NSLP lunch forms, managing the daily lunch attendance process, and reporting monthly meal counts
16. Work on special project as requested for and by central office Director of Finance.
17. Prepare journal entries as requested by central office Director of Finance.

Minimum Qualifications and Training:

- (1) Associates Degree in Accounting;
- (2) Attention to Detail;
- (3) Certification by the American Institute of Professional Bookkeepers a plus.

Secretary/Administrative Assistant Job Description

The Secretary/Administrative assistant provides administrative/secretarial support to the Principal, administrative and other school staff. To maintain student and correspondence files while complying with all school, local, state and federal guidelines and procedures.

Primary Tasks:

1. Share a commitment to the success of the mission, goals, and objectives of OWN Charter School 2
2. Support and fully participate in a school culture that focuses on student and adult learning.
3. Set high expectations and standards for the front office support staff.
4. Support the school by offering organizational and technical assistance that ensures compliance with all local, state and federal guidelines and procedures.
5. Support all efforts to provide opportunities for the community to be involved in student and school success.

Characteristic Duties and Performance Standards:

- Provide continuous support to the principal and all administrative personnel. Keep the principal and administrative team informed of all necessary information including, customer and staff complaints and incidents.

- Answer and direct all incoming calls and coordinate the reception of all visitors to the school building.
- Collect information; prepare reports and correspondence as required by supervisor.
- Sort and distribute mail.
- Copy and distribute materials as required by the supervisor.
- Adhere to policies and procedures related to the maintenance of all office records and student files.
- Track and maintain documentation, as required, for student files, parent contact, visitors, incident and accident reporting, student and employee tardiness and absences.
- Maintain good parent relations and communication through a positive manner and professional image.
- Utilize all features of computer programs necessary for completing the school reporting procedures.
- Work effectively with parents and staff and generate parent's confidence in the school, teachers, and administration.
- Demonstrate genuine concern for the students and the staff by maintaining high personal standards and strong work ethic. Be consistent and reliable in arrival and attendance as an essential function to assure the proper operation of the school.
- Promote good citizenship through actions as a role model.
- Accept responsibilities as delegated by the principal and or other supervisory authority.
- Use technology, Power school, ATS, Microsoft suite, with efficiency for record keeping, administrative tasks, and communications.
- Share responsibility for professional, cooperative staff relations and for activities important to the operation of the school.
- Conduct one-self according to professional, ethical principles. Continuously strive to improve office methods, clerical techniques, and interpersonal relationships.
- Accept responsibility for marketing the school to the community.
- Display personal qualities that reflect favorably upon the individual, the group and the school.
- Display pride in being a member of the school team and administrative staff.
- Adhere to all procedures and policies as outlined in the Employee Manual.
- Perform various assigned responsibilities, as allowed by state and federal laws, of other employees in tier absence to the extent other responsibilities permit.

Required Education/Skills:

- Associates Degree in Secretarial Sciences, Business or related field is required.
- Three years experience in a secretarial and/or reception position in a high volume office setting is required.
- High school diploma and two additional years of experience may be substituted for the Associates Degree requirement. Experience in a school office is preferred.
 - Needs to demonstrate the ability to:
 - Communicate through superior written and oral communications skills.
 - Consistently organize incoming and outgoing tasks and communications.
 - Consistently utilize all features of the computer programs necessary for completing school reporting procedures. Use of Word, Excel, and Mail programs in a proficient manner. Learn and implement new computer programs as needed.

- Work on multiple projects and respond to requests and deadlines in an accurate, timely manner.
- Make sound decisions within the parameters of authority.
- Be courteous, professional and tactful at all times.
- Display a professional appearance.
- Maintain a positive working relationship with faculty, staff, board members, parents, students, visitors, authorizer, and community.

(c) Staff Recruitment and Retention

Note: If a business plan submitted in conjunction with this proposal fully addresses this request, applicants may reference the business plan response in lieu of addressing these questions in full in the proposal.

Describe plans to recruit and retain staff, particularly high quality teachers including:

- **The processes and policies to recruit and hire teachers and other staff; and,**
- **The strategies for retaining high quality teachers.**

OWN Charter School 2 firmly believes that the quality of the teacher in the classroom is the most important driver of student success. As a result, the recruitment, development, and retention of great teachers are a constant priority for the school and Our World Neighborhood Charter School Education Corporation. The OWN Charter School 2 Principal with support from the central office Human Resources Coordinator will employ a comprehensive strategy that includes extensive advertising and outreach to top schools of education. All teachers will meet the federal guidelines for Highly Qualified Teachers, and OWN Charter School 2 will ensure that teachers meet applicable certification requirements. OWN Charter School 2 will target teachers with a minimum of three years of classroom experience.

The OWN Charter School 2 Principal will recruit highly qualified candidates to fill teacher positions and meet its educational needs. Staff selection shall be based on skills outlined in the *Teacher Job Description* contained in *Response 11ac-Personel*. OWN Charter School 2 teaching staff will be expected to fulfill their individual responsibilities and work effectively in concert with administrators and with the other members of the teaching staff. In selecting and hiring teachers, the school to comply with state laws regarding certification and with the requirements of the Every Student Succeeds Act (or its successor laws, if applicable) including not exceeding the proportion of uncertified teaching staff allowed by law should there non-certified teachers that will be attractive candidates for the school.

OWN Charter School 2 will have a firm policy of hiring only highly qualified and appropriately certified teaching staff for core subjects and intervention (i.e. Special Education, Reading Specialist and ELL teachers). However, it may find high quality candidates for instance in such subject areas as art, music film and physical education who do not have appropriate teaching certification but who are professional musicians, visual artists, filmmakers or athletes with the complementary skills and experience as an educator, who engages students in learning experiences in, through and about their content area. In those cases, should such a candidate be considered the best fit for the position, OWN Charter School 2 will comply with Education Law § 2854(3)(a-1) regarding the hiring of uncertified teachers. Furthermore, OWN Charter School 2 will work with these individuals to develop a plan to become NYS certified in their respective areas within a designated period of time. OWN Charter School 2 will comply with all federal, state and local laws and requirements regarding the hiring of staff and will not discriminate in hiring, employment, contracting, or retention for reasons of race, sex, age, religion, disability or other reasons prohibited by local, state or federal law.

OWN Charter School 2 will establish a broad and diverse applicant pool for all vacant positions. It will recruit teachers through a variety of means, which includes advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, teacher recruitment fairs, and email and phone networks. The OWN Charter School 2 Principal will also leverage the relationships and experiences of OWN Charter School's elementary school principal and that school's human resources department as well as the central office CEO and human resources coordinator, Our World Neighborhood Charter School Education Corporation Board members in addition to the network of relationships that the founding group had developed in CSD 27 to support its outreach, networking and teacher recruitment initiatives.

The teacher recruitment and hiring process will include the following phases:

Screening—Prospective employees will complete an employment application, which will request information related to prior work experience, special skills and academic credentials and will also provide consent to check references. Candidates will be required to attach a résumé to the application and will retain both the application and the résumé in its employee files. The screening process will comply with all applicable law and school policy;

Interviewing—The OWN Charter School 2's interview process is designed to help the Principal or designee determine whether a candidate possesses the necessary skills to be a productive staff member and is prepared and capable of working cooperatively with colleagues, administrators, parents and students. The OWN Charter School 2 Principal may also designate and engage a faculty committee, comprised of OWN Charter School teachers (prior to OWN Charter 2's opening) and OWN Charter School 2 teachers (once the school is in operation) to interview forwarded candidates by telephone or videoconference to discover whether the candidate has the knowledge and experience required and to ascertain whether the candidate agrees with and can work in a manner consistent with the school's instructional philosophy and culture. Phone interviews may be recorded only after informing the candidate that the call will be recorded. The committee would provide their feedback on candidates to the Principal who has been delegated all teacher hiring and retention decisions by the central CEO and Board. The Principal will request that candidates for teaching positions provide a sample lesson and/or portfolio and will be asked to teach a demonstration lesson at the school (at OWN Charter School prior to the opening of OWN Charter School 2) and be observed and interviewed by the OWN Charter School 2 Principal and other administrators or teachers as the OWN Charter School 2 may designate.

Checking References—OWN Charter School 2 has an absolute policy of calling references provided by the employee, as well as contacting former employers. The Our World Neighborhood Charter School Education Corporation Board recognizes that an employer may be found liable for harm caused by an employee if the employer failed to discover something in that employee's past that a reasonable degree of investigation would have uncovered, and if this information would have revealed a distinct possibility of harm. The OWN Charter School 2 Principal with support from central office Human Resources Coordinator will therefore implement a rigorous reference-checking policy;

Offering Employment—The OWN Charter School 2 Principal will offer employment through a job offer letter and, in most cases, a phone call. The OWN Charter School 2 job offer letter will include at least the following: a) job title or position offered; b) salary, benefits and perks offered; c) instructions to accept or decline the job offer; and d) where appropriate, a statement that the employment will be at-will; and

Fingerprinting—Before employees can begin working, they must clear the SED fingerprint screening process. The central office Human Resources Coordinator will oversee completion of this process.

OWN Charter School 2's professional development program, described in detail in **Response 08ad-Instructional Leadership** will be a central strategy for development and retaining teachers. The OWN Charter School 2 professional development program gives teachers the opportunity to develop their instructional craft, to take leadership and ownership of their own learning and that of their colleagues, and to be recognized for excellence in teaching. This is one of many opportunities, both formal and informal, for teachers to give input. Teachers also are encouraged to take ownership of appropriate academic and policy decisions through grade-level teams and PLCs, respectively. To ensure that the OWN Charter School 2 attracts and retains its high-quality teacher staff, it will offer compensation, as well as medical and retirement benefits, commensurate with that offered by other similarly situated NYC charter schools,. Baseline compensation for teachers will be informed by prevailing salaries at similarly situated charter schools in NYC and, to the extent allowable by the school's budget, the UFT salary schedule (aligned with years of experience and educational credentials). Contract renewal will be based upon performance evaluation. Indeed, it will be our professional climate that will allow the school to obviate many of the human resource challenges that often impact a new and growing institution.

In addition, the ability for us to give an admissions preference of up to 10% of new enrollees to children of Our World Neighborhood Charter School Education Corporation full time employees will also serve to help us retain staff. The experience of OWN Charter School has been that many young teachers who begin to have families of their own ultimately leave the school because of the need for work-life balance and their desire to work closer to where they live and where their children are. The chance that their own children could attend OWN Charter School 2 will no doubt be an important consideration in their ultimate decision to remain at the school after having children of their own.

11(d). Personnel Policies

Submit a copy of the proposed school's personnel policies.

Should OWN Charter School 2 be authorized, it is the intention of the Board of Trustees of the Education Corporation to establish and ratify formal personnel policies that will govern the recruitment, hiring, management and termination of staff at both schools operating under its auspices. These policies will be based on the current OWN Charter School personnel policies contained in the 2016-17 Employee Handbook. Prior to the start of OWN Charter School's 2016-17 school year, SUNY will have made a decisions as to whether OWN Charter School 2 will be authorized. Because personnel policies are reviewed and updated, as necessary each year, should OWN Charter School 2 be authorized, the process for review and revision of the current personnel policies for the 2016-17 will be done with an eye towards ensuring the policies are written to cover the central office staff as well as the two schools that would be operating under the education corporation. These policies would ultimately be Our World Neighborhood Charter School Education Corporation Personnel Policies contained in an Our World Neighborhood Charter School Education Corporation Employee Handbook and would cover both central and school-based staff among the two schools. The current OWN Charter School Employee Handbook follows.

EMPLOYEE HANDBOOK
For

Our World Neighborhood Charter School



A BRIEF HISTORY OF OUR WORLD NEIGHBORHOOD CHARTER SCHOOL

Our World Neighborhood Charter School came to life as a result of the efforts of a group of parent living in the Long Island City-Astoria-Woodside neighborhoods. Inspired by the rich diversity of Western Queens, the founders sought to create a school that welcomed and honored the diversity through vehicles of curriculum, policy and governance of the school.

As members of the former Astoria Parents Network, many of the founders were advocates for issues of social injustice and interested in child-centered models of instructions based on cooperative, active learning and, of course, parent involvement. After touring and researching 20 school models, the founders adopted a comprehensive model offered by Mosaica Education. The school received its charter from the Charter School Institute of the State University of New York in 2001 and officially opened its doors to the children of New York City on September 30, 2002 in a newly renovated building in the historic Kaufman-Astoria complex.

The school opened with an enrollment of under 400 children in Kindergarten through Fifth Grade. As of our 9th year of operation we are servicing approximately 695 children from Kindergarten through Eighth Grade. In the spring of 2004, a beautiful library was inaugurated on the second floor. A self-contained art room was also opened. Our World Neighborhood Charter School also became the first charter school to be awarded a Reading First Grant from New York State.

Our World Neighborhood Charter School receives tremendous local recognition and support. It's founders and directors see it as a model for urban public schools.

Brian Ferguson
Executive Director
Since October, 2002

Lisa Edmiston
Principal
Since September, 2006

LaToiya Revell
Since August, 2015

MISSION STATEMENT

It is the mission of Our World Neighborhood Charter School to educate our students to become independent-thinkers and lifelong learners. We are committed to an educational philosophy based on inquiry, activity and experiential learning, and social justice. Through a literacy-based, integrated and standards-driven curriculum that encourages community and honors diversity, Our World Neighborhood Charter students receive the broad education they will need to meet the academic and social challenges of the best New York City High Schools, and indeed, to thrive in today's world.

Our World Neighborhood Charter School is located in the most ethnically diverse neighborhood in the United States. We celebrate this by integrating the cultural richness of our community with the lessons of the classroom and the governance of the school. All members of the Our World Neighborhood Charter community – student, teachers and administrators – are expected to reflect on the nature and quality of their work and interactions, and to strive to reach their full potential as learners and as citizens.

WELCOME!

Welcome new employees and returning staff!

On behalf of Our World Neighborhood Charter School, we welcome you and wish you every success here.

This Employee Handbook was developed to describe some of the expectations of our employees and to outline the policies, programs, and benefits available to eligible employees. Employees should familiarize themselves with the contents of the Employee Handbook as soon as possible, for it will answer many questions about employment with Human Resources.

We hope that your experience here will be challenging, enjoyable, and rewarding. Again, welcome!

Sincerely,

Tonia D. Williams
Director of Human Resources

INTRODUCTORY STATEMENT

Our World Neighborhood Charter School has entered into a strategic relationship with Extensis. Extensis is a human resources management firm in a business popularly referred to as a "Professional Employer Organization." With the ever-changing pattern of employee relations, Our World Neighborhood Charter School has enlisted the services of Extensis to help administer payroll, provide employee benefits and assist with human resources and risk management. Under this arrangement, both Our World Neighborhood Charter School and Extensis are your employers and have certain rights and responsibilities with respect to your employment. As your PEO, we want to do our part to assist in making your job more fulfilling. Our goal is to provide you with the best benefits and employee services possible. Together, we can achieve great things.

This Employee Handbook is designed to acquaint you with Our World Neighborhood Charter School to provide you with information about working conditions, employee benefits, and some of the policies affecting your employment. You should read, understand, and comply with all provisions of the Employee Handbook. It describes many of your responsibilities as an employee and outlines the programs developed by Our World Neighborhood Charter School and Extensis to benefit you as an employee. One of our objectives is to provide a work environment that is conducive to both personal and professional growth.

While every attempt has been made to create these personalized policies consistent with federal and state law, if an inconsistency arises the policy(s) will be enforced consistent with the applicable law.

No Employee Handbook can anticipate every circumstance or question about policy. As Our World Neighborhood Charter School and Extensis continue to grow, the need may arise to revise the Employee Handbook. Our World Neighborhood Charter School reserve the right to revise, supplement, or rescind any policies or portion of the Employee Handbook from time to time, as it deems appropriate in its sole and absolute discretion. Employees will, of course, be notified of such changes to the Employee Handbook as they occur.

Your Employee Handbook will supersede any previous employee handbook or policy manual that may have been provided to employees at your worksite prior to your relationship with OWNCS. These policies are not a legal document or an employment contract.

101 Nature of Employment

Your relationship with Our World Neighborhood Charter School is that of an employee-at-will. Your job status does not guarantee employment for any specific length of time. Your employment with Our World Neighborhood Charter School/ADP Total Source is entered into voluntarily and both you and Our World Neighborhood Charter School are free to end the employment relationship at any time, for any reason, with or without cause or advance notice. The Board of Trustees of Our World Neighborhood Charter School may alter your employment at-will status with Our World Neighborhood Charter School only with written authorization.

If your position requires additional pre-employment criteria, such as a driver's examination, a background investigation and/or a pre-employment drug test and if you have been offered employment before any such investigation or test is completed, your employment is contingent upon a satisfactory result on all required tests.

102 Employee Relations

Our World Neighborhood Charter believe that the work conditions, wages, and benefits it offers to its employees are competitive with those offered by other employers in this area and in this industry. If employees have concerns about work conditions or compensation, they are strongly encouraged to voice these concerns openly and directly to their supervisors.

Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that Our World Neighborhood Charter School amply demonstrate their commitment to employees by responding effectively to employee concerns.

103 Equal Employment Opportunity

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at Our World Neighborhood Charter School will be based on merit, qualifications, and abilities. Both Our World Neighborhood Charter School are equal employment opportunity employers and do not discriminate against any person because of race, color, creed, religion, sex, national origin, disability, age or any other characteristic protected by law (referred to as "protected status"). This nondiscrimination policy extends to all terms, conditions and privileges of employment as well as the use of all company facilities, participation in all company-sponsored activities, and all employment actions such as promotions, compensation, benefits and termination of employment.

Our World Neighborhood Charter School will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

Any employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of their immediate supervisor at Our World Neighborhood Charter School or the Director of Human Resources. Employees can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

104 Business Ethics and Conduct

The successful business operation and reputation of Our World Neighborhood Charter School is built upon the principles of fair dealing and ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

The continued success of Our World Neighborhood Charter School is dependent upon our customers' trust and we are dedicated to preserving that trust. Employees owe a duty to Our World Neighborhood Charter School, customers, and shareholders to act in a way that will merit the continued trust and confidence of the public.

Our World Neighborhood Charter School will comply with all applicable laws and regulations and expects its directors, officers, and employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

In general, the use of good judgment, based on high ethical principles, will guide you with respect to lines of acceptable conduct. If a situation arises where it is difficult to determine the proper course of action, the matter should be discussed openly with your immediate supervisor at Our World Neighborhood Charter School and, if necessary, with the Director of HR.

Compliance with this policy of business ethics and conduct is the responsibility of every Our World Neighborhood Charter School 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.

105 Personal Relationships in the Workplace

The employment of relatives or individuals involved in a dating relationship in the same area of an organization may cause serious conflicts and problems with favoritism and employee morale. In addition to claims of partiality in treatment at work, personal conflicts from outside the work environment can be carried over into day-to-day working relationships.

For purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage. A dating relationship is defined as a relationship that may be reasonably expected to lead to the formation of a consensual "romantic" or sexual relationship.

Relatives of current employees may not occupy a position that will be working directly for or supervising their relative. Individuals involved in a dating relationship with a current employee may also not occupy a position that will be working directly for or supervising the employee with whom they are involved in a dating relationship. Our World Neighborhood Charter School also reserves the right to take prompt action if an actual or potential conflict of interest arises involving relatives or individuals involved in a dating relationship who occupy positions at any level (higher or lower) in the same line of authority that may affect the review of employment decisions.

If a relative relationship or dating relationship is established after employment between employees who are in a reporting situation described above, it is the responsibility and obligation of the supervisor involved in the relationship to disclose the existence of the relationship to management. The individuals concerned will be given the opportunity to decide who is to be transferred to another available position. If that decision is not made within 30 calendar days, management will decide who is to be transferred or, if necessary, terminated from employment.

In other cases where a conflict or the potential for conflict arises because of the relationship between employees, even if there is no line of authority or reporting involved, the employees may be separated by reassignment or terminated from employment. Employees in a close personal relationship should refrain from public workplace displays of affection or excessive personal conversation.

107 Immigration Law Compliance

Our World Neighborhood Charter School are committed to employing only United States citizens and aliens who are authorized to work in the United States and do not unlawfully discriminate on the basis of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form.

Employees with questions or seeking more information on immigration law issues are encouraged to contact the Director of HR.. Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

108 Conflicts of Interest

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. This policy establishes only the framework within which Our World Neighborhood Charter School wishes the business to operate. The purpose of these guidelines is to provide general direction so that employees can seek further clarification on issues related to the subject of acceptable standards of operation. Contact the Business Manager or Executive Director of Our World Neighborhood Charter School for more information or questions about conflicts of interest.

Transactions with outside firms must be conducted within a framework established and controlled by the executive level of Our World Neighborhood Charter School. Business dealings with outside firms should not result in unusual gains for those firms. Unusual gain refers to bribes; product bonuses, special fringe benefits, unusual price breaks, and other windfalls designed to ultimately benefit the employer, the employee, or both. Promotional plans that could be interpreted to involve unusual gain require specific executive-level approval.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of Our World Neighborhood Charter School's business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to an officer of Our World Neighborhood Charter School as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which Our World Neighborhood Charter School does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving Our World Neighborhood Charter School.

110 Outside Employment

Employees may hold outside jobs as long as they meet the performance standards of their job with Our World Neighborhood Charter School. All employees will be judged by the same performance standards and will be subject to Our World Neighborhood Charter School's scheduling demands, regardless of any existing outside work requirements.

If Our World Neighborhood Charter School determines that an employee's outside work interferes with performance or the ability to meet the requirements of Our World Neighborhood Charter School as they are modified from time to time, the employee may be asked to terminate the outside employment if he or she wishes to remain with Our World Neighborhood Charter School.

Outside employment that constitutes a conflict of interest is prohibited. This includes employment at another school or state funded educational institution or program. Employees may not receive any income or material gain from individuals outside Our World Neighborhood Charter School for materials produced or services rendered while performing their jobs.

112 Non-disclosures

The protection of confidential business information and trade secrets is vital to the interests and the success of Our World Neighborhood Charter School. Such confidential information includes, but is not limited to, the following examples:

- New Materials Research
- Proprietary Production Processes
- Student, Parent, Employee Data and Information
- Curriculum & Education Materials created by OWNCS Staff

All employees may be required to sign a non-disclosure agreement as a condition of employment. Employees who improperly use or disclose trade secrets or confidential business information will be subject to disciplinary action, up to and including termination of employment and legal action, even if they do not actually benefit from the disclosed information.

114 Disability Accommodations

Our World Neighborhood Charter School are committed to complying fully with the Americans with Disabilities Act (ADA) and applicable state law, and to ensure equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory basis.

Hiring procedures are designed to provide persons with disabilities meaningful employment opportunities. Pre-employment inquiries are made only regarding an applicant's ability to perform the duties of the position.

Reasonable accommodations for qualified individuals with known disabilities will be made unless to do so would be an undue hardship. All employment decisions are based on the merits of the situation in accordance with defined criteria, not the disability of the individual.

Qualified individuals with disabilities are entitled to equal pay and other forms of compensation (or changes in compensation) as well as in job assignments, classifications, organizational structures, position descriptions, lines of progression, and seniority lists. Leave of all types will be available to all employees on an equal basis.

Our World Neighborhood Charter School are also committed to not discriminating against any qualified employees or applicants because they are related to or associated with a person with a disability. Our World Neighborhood Charter School will follow any state or local law that provides individuals with disabilities greater protection than the ADA.

This policy is neither exhaustive nor exclusive. Our World Neighborhood Charter School are committed to taking all other actions necessary to ensure equal employment opportunity for persons with disabilities in accordance with the ADA and all other applicable federal, state, and local laws.

201 Employment Categories

It is the intent of Our World Neighborhood Charter School to clarify the definitions of employment classifications so that employees understand their employment status and benefit eligibility. These classifications do not guarantee employment for any specified period of time.

Each employee is designated as either NONEXEMPT or EXEMPT from federal and state wage and hour laws. NONEXEMPT employees are entitled to overtime pay under the specific provisions of federal and state laws. EXEMPT employees are excluded from specific provisions of federal and state wage and hour laws. An employee's EXEMPT or NONEXEMPT classification may be changed only upon written notification by management.

REGULAR FULL-TIME employees are those who are not in a temporary status and who are regularly scheduled to work Our World Neighborhood Charter School's full-time schedule. Generally, they are eligible for benefits package, subject to the terms, conditions, and limitations of each benefit program, typically, those employees who have completed their introductory period and work thirty (30) or more hours per week.

PART-TIME employees are those who are not assigned to a temporary status and who work continuously for a specified number of hours per week which is less than a regular schedule of forty (40) or more hours per week. Part-time employees receive all legally mandated benefits (such as Social Security and workers' compensation insurance). One may be considered a part-time employee yet be eligible for benefits if he or she completes a minimum of thirty (30) hours per week.

TEMPORARY employees are those who are hired as interim replacements, to temporarily supplement the work force, or to assist in the completion of a specific project. Employment assignments in this category are of a limited

duration. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain that status unless and until notified of a change. While temporary employees receive all legally mandated benefits (such as workers' compensation insurance and Social Security), they are ineligible for all of other benefit programs.

PER DIEM employees are those who routinely work either a full-time or a part-time schedule and who accept additional compensation in lieu of participation in all but legally mandated benefit programs. Our World Neighborhood Charter School offers this category in limited classifications and to limited numbers of employees. Individuals participating in this program must sign a waiver of their rights to participate in the benefit programs applicable to regular employees. Service in this category cannot be credited in any way toward any benefit program, even if the employee is later assigned to a benefit-eligible category. A change to or from this category can be accomplished only with the written consent of Our World Neighborhood Charter School.

CASUAL employees are those who have established an employment relationship with Our World Neighborhood Charter School but who are assigned to work on an intermittent and/or unpredictable basis. While they receive all legally mandated benefits (such as workers' compensation insurance and Social Security), they are ineligible for all of ADP Total Source's other benefit programs.

202 Access to Personnel File

Our World Neighborhood Charter School maintain a personnel file on each employee. The personnel file includes such information as the employee's job application, resume, records of training, documentation of performance appraisals and salary increases, and other employment records.

Personnel files are the property of Our World Neighborhood Charter School, and access to the information they contain is restricted. Generally, only supervisors and management personnel of Our World Neighborhood Charter School and ADP Total Source who have a legitimate reason to review information in a file are allowed to do so.

Employees who wish to review their own file should contact the Director of Human Resources Department at Our World Neighborhood Charter School. With reasonable advance notice, employees may review their own personnel files in Our World Neighborhood Charter School's offices and in the presence of an individual appointed by Our World Neighborhood Charter School to maintain the files.

203 Employment Reference Checks

To ensure that individuals who join Our World Neighborhood Charter School are well qualified and have a strong potential to be productive and successful, it is the policy of Our World Neighborhood Charter School to check the employment references of all applicants.

Our World Neighborhood Charter School, Director of HR will respond verbally only to that reference check inquiries that are submitted in writing. Responses to such inquiries will confirm only dates of employment and position(s) held. No employment data will be released without a written authorization and release signed by the individual who is the subject of the inquiry.

204 Personnel Data Changes

It is the responsibility of each employee to promptly notify Our World Neighborhood Charter School of any changes in personnel data. Personal mailing addresses, telephone numbers, number and names of dependents, individuals to be contacted in the event of an emergency, educational accomplishments, and other such status reports should be accurate and current at all times. If any personnel data has changed, notify the Director of HR.

205 Introductory Period

The introductory period is intended to give new employees the opportunity to demonstrate their ability to achieve a satisfactory level of performance and to determine whether the new position meets their expectations. Our World Neighborhood Charter School uses this period to evaluate employee capabilities, work habits, and overall performance. Either the employee or Our World Neighborhood Charter School may end the employment relationship at will at any time during or after the introductory period, with or without cause or advance notice.

All new and rehired employees work on an introductory basis for the first 90 calendar days after their date of hire. Employees who are promoted or transferred within Our World Neighborhood Charter School must complete a secondary introductory period of the same length with each reassignment to a new position. Any significant absence will automatically extend an introductory period by the length of the absence. If Our World Neighborhood Charter School determines that the designated introductory period does not allow sufficient time to thoroughly evaluate the employee's performance, the introductory period may be extended for a specified period.

In cases of promotions or transfers within Our World Neighborhood Charter School, an employee who, in the sole judgment of management, is not successful in the new position can be removed from that position at any time during the secondary introductory period. If this occurs, the employee may be allowed to return to his or her former job or to a comparable job for which the employee is qualified, depending on the availability of such positions and Our World Neighborhood Charter School's needs.

Upon satisfactory completion of the initial introductory period, employees enter the "regular" employment classification.

During the introductory period, new employees are eligible for those benefits that are required by law, such as workers' compensation insurance and Social Security. They may also be eligible for other Our World Neighborhood Charter School-provided benefits, subject to the terms and conditions of each benefits program. Employees should read the information for each specific benefits program for the details on eligibility requirements.

Employment status is not changed during the secondary introductory period that results from a promotion or transfer within Our World Neighborhood Charter School.

209 Performance Evaluation

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. Formal performance evaluations are conducted to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

The performance of all employees is generally evaluated according to an ongoing 12-month cycle, coinciding with the anniversary of the employee's original date of hire for the first year of employment and at the fiscal-year end for all subsequent years.

Merit-based pay adjustments may be awarded by Our World Neighborhood Charter School in an effort to recognize truly superior employee performance. The decision to award such an adjustment is dependent upon numerous factors, including the information documented by this formal performance evaluation process.

301 Employee Benefits

Eligible employees at Our World Neighborhood Charter School are provided a wide range of benefits. A number of the programs (such as Social Security, workers' compensation, state disability, and unemployment insurance) cover all employees in the manner prescribed by law.

Benefits eligibility is dependent upon a variety of factors, including employee classification. Your supervisor can identify the programs for which you are eligible. Details of many of these programs can be found elsewhere in the

employee handbook.

The following benefit programs are available to eligible employees:

- Medical Insurance
- Dental Insurance
- Vision Care Insurance
- Life Insurance
- Retirement Plan
- Direct Deposit
- Long-Term Disability

303 Vacation Benefits

Vacation time off with pay is available to eligible employees to provide opportunities for rest, relaxation, and personal pursuits. Employees in the following employment classification(s) are eligible to earn and use vacation time as described in this policy:

- Regular full-time employees

The amount of paid vacation time employees receive each year is as shown in the following schedule:

10-Month Employees

Teachers and other staff that work for the 10 months from the beginning to the end of the school year receive approximately 7 weeks of vacation each school year. Vacation for 10-month employees begins after the last day of school (usually June 30th) and must return approximately 1 week before the school year begins again (usually the last week of August). The duration of vacation is dependent upon the school calendar for that year. Employees are paid throughout the summer at the normal rate and schedule. * Teachers also have off normally scheduled school vacation days including holidays, winter and spring breaks. Vacation days cannot be carried over from employment agreement year to employment agreement year. Upon termination, there is no payout or buyback of unused vacation days.

11-Month Employees

Staff that work for the 11 months from the beginning of the school year to midway through the summer are given 4 weeks of vacation each school year. Vacation for 11-month employees can be scheduled for any 4 weeks during the summer (last day of school up to the week prior to the return of students). Vacation schedules for 11-month employees must be approved by immediate supervisor first then signed by the Executive Director. Whenever possible, 11-month employees also have off normally scheduled school vacation days including holidays, winter and spring breaks. There may be times when work load will require 11-month employees to work during the school breaks in winter and spring (February and April). When this is the case employees will be notified by their supervisor in advance of the break as to which days they will be required to work. Vacation days may not be used during the active school year and must be used during the summer. Vacation days cannot be carried over from employment agreement year to employment agreement year except by special arrangement approved by the Executive Director. Upon termination, there is no payout or buyback of unused vacation days.

12-Month Employees

Staff that work for the 12 months a year are allotted vacation days based on length of service and department. Administrative staff receives 3 weeks of vacation (15 days) per year up to their third year of employment. At 3 years of employment, administrative staff receives 4 weeks vacation (20 days) per year. Clerical and support staff receive 2 weeks vacation (10 days) per year up to their third year of employment. At 3 years of employment, clerical staff receives 3 weeks of vacation (15 days) per year. Vacation for 12-month employees during the summer is strongly encouraged. On occasion, through special arrangement and written authorization from a supervisor, vacation days may be used during the school year. The Executive Director must approve this. Whenever possible, 12-month employees also have off normal scheduled school vacation days including holidays, winter and spring breaks. There may be times when work load will require 12-month employees to work during the school breaks in winter and spring

(February and April). When this is the case employees will be notified by their supervisor in advance of the break as to which days they will be required to work. Vacation days cannot be carried over from employment agreement year to employment agreement year except by special arrangement approved by the Executive Director. Upon termination, there is no payout or buyback of unused vacation days.

* All employment agreements start in August. Employment agreements are 1 year in duration unless otherwise indicated. Payments occur semimonthly at 24 pay periods per employment agreement year. Employees hired mid-year have salaries pro-rated based on their date of hire.

Once employees enter an eligible employment classification, they begin to earn paid vacation time according to the schedule. They can request use of vacation time after it is earned. If employment is terminated (either voluntarily or involuntarily) before successful completion of the waiting period, accrued vacation time will not be paid to the employee.

Paid vacation time can be used in minimum increments of one half-day. To take vacation, employees should request advance approval from their supervisors. Requests will be reviewed based on a number of factors, including business needs and staffing requirements.

Vacation time is paid at the employee's base pay rate at the time of vacation for the amount of hours absent. It does not include overtime or any special forms of compensation such as incentives, commissions, bonuses, or shift differentials.

As stated above, employees are encouraged to use available paid vacation time for rest, relaxation, and personal pursuits. In the event that available vacation is not used by the end of the benefit year, employees will forfeit the unused time.

Upon termination of employment, employees will not be paid for unused vacation time that has been earned through the last day of work. However, if Our World Neighborhood Charter School, in its sole discretion, terminates employment for cause, forfeiture of unused vacation time may result.

Please be advised that vacation pay is the sole obligation of Our World Neighborhood Charter School. Our World Neighborhood Charter School in the administration of vacation time off and pay; however, has no such agreement or policy with the employees. All obligations for accrued and/or earned payments under Our World Neighborhood Charter School's vacation policy are the sole responsibility of Our World Neighborhood Charter School. Accordingly, upon the end of your employment with Our World Neighborhood Charter School for whatever reason, is not responsible for payment of any accrued and/or earned vacation pay that Our World Neighborhood Charter School may have promised you.

305 Holidays

Our World Neighborhood Charter School will grant holiday time off to all active employees on the holidays listed below: **

- New Year's Day (January 1)
- Martin Luther King, Jr. Day (third Monday in January)
- Presidents' Day (third Monday in February)
- Good Friday (Friday before Easter)
- Memorial Day (last Monday in May)
- Rosh Hashanah (last Thursday and Friday in September)
- Veterans Day (second Friday in November)
- Independence Day (July 4)
- Labor Day (first Monday in September)
- Columbus Day (second Monday in October)
- Thanksgiving (fourth Thursday in November)

- Day after Thanksgiving
- Christmas Eve (December 24)
- Christmas Day (December 25)
- New Year's Eve (December 31)

Our World Neighborhood Charter School will grant paid holiday time off to all eligible employees immediately upon assignment to an eligible employment classification. Holiday pay will be calculated based on the employee's straight-time pay rate (as of the date of the holiday) times the number of hours the employee would otherwise have worked on that day. Eligible employee classification(s):

- Regular full-time employees

If a recognized holiday falls during an eligible employee's paid absence (e.g., vacation, sick leave), the employee will be ineligible for holiday pay.

If eligible nonexempt employees work on a recognized holiday, they will receive holiday pay plus wages at their straight-time rate for the hours worked on the holiday.

Paid time off for holidays will be counted as hours worked for the purposes of determining whether overtime pay is owed.

** Our World Neighborhood Charter School also takes a winter and Spring Break each year. While these dates are subject to change with every school year, the dates generally fall in February and April, respectively. The length of the break can be anywhere from 4 to 7 business days again depending on the scheduling for that school year. Please see section 303: Vacation Benefits for information on winter and Spring Break eligibility. Please note, work during Winter and Spring Break is not eligible for holiday pay.

306 Workers' Compensation Insurance

O.W.N.C.S provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to the applicable legal requirements, workers compensation insurance provides benefits after a waiting period.

Employees who sustain work-related injuries or illnesses should inform their supervisor immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible.

Neither OWNCS nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social, or athletic activity sponsored by Our World Neighborhood Charter School.

307 Sick Leave Benefits

Our World Neighborhood Charter School provides paid sick leave benefits to all eligible employees for periods of temporary absence due to illnesses or injuries. Eligible employee classification(s):

- Regular full-time employees

10-Month Employees

Teacher and other staff that work for the 10 months from the beginning to the end of the school year receive 10 sick/personal days per year. *** Sick/personal days are earned at one per month (up to the total of 10) beginning with the employment agreement year in August. Sick/personal days can be used in advance of their accrual at any time during the employment agreement year. If an employee does not complete the employment agreement year, any sick/personal days used that were not yet earned are deducted from the employee's final paycheck. Sick/personal

days may be used at the employee's discretion. A medical note is required if an employee is absent for 3 consecutive days or more and a clearance to return to work from a doctor is required if an employee is absent for 5 consecutive days or more. Employees must provide a medical note if they are out sick on a day preceding or following any holiday weekend or school breaks. Personal days may be arranged to be taken immediately preceding or following a holiday weekend or school break only with prior written authorization from a supervisor. Unused sick/personal days are bought back at the end of the employment agreement year at a rate of \$70 per unused sick/personal day. Sick/personal days cannot be carried over from employment agreement year to employment agreement year.

11-Month Employees

Staff that work for 11 months of the year receive 11 sick/personal days per year. Sick/personal days are earned at one per month (up to the total of 11) beginning with the employment agreement year in August. Sick/personal days can be used in advance of their accrual at any time during the employment agreement year. If an employee does not complete the employment agreement year, any sick/personal days used that were not yet earned are deducted from the employee's final paycheck. Sick/personal days may be used at the employee's discretion. A medical note is required if an employee is absent for 3 consecutive days or more and a clearance to return to work from a doctor is required if an employee is absent for 5 consecutive days or more. Employees must provide a medical note if they are out sick on a day preceding or following any holiday weekend or school breaks. Personal days may be arranged to be taken immediately preceding or following a holiday weekend or school break only with prior written authorization from a supervisor. There will not buy out of sick/personal days for 11-month employees. Sick/personal days cannot be carried over from employment agreement year to employment agreement year.

12-Month Employees

Staff that work for 12 months of the year receive 12 sick/personal days per year. Sick/personal days are earned at one per month (up to the total of 12) beginning with the employment agreement year in August. Sick/personal days can be used in advance of their accrual at any time during the employment agreement year. If an employee does not complete the employment agreement year, any sick/personal days used that were not yet earned are deducted from the employee's final paycheck. Sick/personal days may be used at the employee's discretion. A medical note is required if an employee is absent for 3 consecutive days or more and a clearance to return to work from a doctor is required if an employee is absent for 5 consecutive days or more. Employees must provide a medical note if they are out sick on a day preceding or following any holiday weekend or school breaks. Personal days may be arranged to be taken immediately preceding or following a holiday weekend or school break only with prior written authorization from a supervisor. There will not be a buy out of sick/personal days for 12-month employees. Sick/personal days cannot be carried over from employment agreement year to employment agreement year.

Paid sick leave can be used in minimum increments of one-half day. An eligible employee may use sick leave benefits for an absence due to his or her own illness or injury, or that of a child, parent, or spouse of the employee.

Employees who are unable to report to work due to illness or injury should notify their direct supervisor if you can not reach your direct supervisor contact the school's secretary before the scheduled start of their workday if possible. The direct supervisor must also be contacted on each additional day of absence.

If an employee is absent for three or more consecutive days due to illness or injury, a physician's statement must be provided verifying the disability and its beginning and expected ending dates. Such verification may be requested for other sick leave absences as well.

Before returning to work from a sick leave absence of 5 calendar days or more, an employee must provide a physician's verification that he or she may safely return to work.

Sick leave benefits will be calculated based on the employee's base pay rate at the time of absence and will not include any special forms of compensation, such as incentives, commissions, bonuses, or shift differentials.

Our World Neighborhood Charter School encourages employees to fulfill their civic responsibilities by participating in elections. Generally, employees are able to find time to vote either before or after their regular work schedule.

309 Bereavement Leave

All employees who wish to take time off due to the death of an immediate family member (including spouse or domestic partner) should notify their supervisor immediately. Documentation is required in order to establish eligibility for bereavement leave. Suitable documentation includes a program from the funeral services, a copy of the obituary or death certificate.

Up to 3 days of paid bereavement leave will be provided to eligible employees in the following classification(s):

- Regular full-time employees

Bereavement pay is calculated based on the base pay rate at the time of absence and will not include any special forms of compensation, such as incentives, commissions, bonuses, or shift differentials.

Employees may, with their supervisors' approval, use any available paid leave for additional time off as necessary. Our World Neighborhood Charter School defines "immediate family" as the employee's spouse, parent, child, sibling; the employee's spouse's parent, child, or sibling; the employee's child's spouse; grandparents or grandchildren. Special consideration will also be given to any other person whose association with the employee was similar to any of the above relationships.

311 Jury Duty

Our World Neighborhood Charter School encourages employees to fulfill their civic responsibilities by serving jury duty when required. Employees will be compensated for jury duty consistent with state law. Employees in an eligible classification may request up to 2 weeks of paid jury duty leave over any 2-year period.

Jury duty pay will be calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence. Employee classifications that qualify for paid jury duty leave are:

- Regular full-time employees

If employees are required to serve jury duty beyond the period of paid jury duty leave, they may use any available paid time off (for example, vacation benefits) or may request an unpaid jury duty leave of absence.

Employees must show the jury duty summons to their supervisor as soon as possible so that the supervisor may make arrangements to accommodate their absence. Of course, employees are expected to report for work whenever the court schedule permits.

Either Our World Neighborhood Charter School or the employee may request an excuse from jury duty if, in Our World Neighborhood Charter School's judgment, the employee's absence would create serious operational difficulties.

OWNCS will continue to provide health insurance benefits until the end of the month in which the unpaid jury duty leave begins. At that time, employees will become responsible for the full costs of these benefits if they wish coverage to continue. When the employee returns from jury duty, OWNCS will again provide benefits according to the applicable plans.

312 Witness Duty

Our World Neighborhood Charter School encourages employees to appear in court for witness duty when subpoenaed to do so.

If employees have been subpoenaed or otherwise requested to testify as witnesses by Our World Neighborhood Charter School, they will receive paid time off for the entire period of witness duty.

Employees will be granted unpaid time off to appear in court as a witness when requested by a party other than Our World Neighborhood Charter School. Employees are free to use any available paid leave benefit (such as vacation leave) to receive compensation for the period of this absence.

The subpoena should be shown to the employee's supervisor immediately after it is received so that operating requirements can be adjusted, where necessary, to accommodate the employee's absence. The employee is expected to report for work whenever the court schedule permits.

313 Benefits Continuation (COBRA)

The federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under OWNCS health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and dependent child no longer meeting eligibility requirements.

324 Employee Assistance Program

Our World Neighborhood Charter School care about the health and well-being of its employees and recognize that a variety of personal problems can disrupt their personal and work lives. Although employees may solve their problems either on their own or with the help of family and friends, sometimes employees need professional assistance and advice.

Through the Employee Assistance Program (EAP), Our World Neighborhood Charter School provide confidential access to professional counseling services for help in confronting such personal problems as alcohol and other substance abuse, marital and family difficulties, financial or legal troubles, and emotional distress. The EAP is available to all employees and their immediate family members offering problem assessment, short-term counseling, and referral to appropriate community and private services.

The EAP is strictly confidential and is designed to safeguard the employees' privacy and rights. Information given to the EAP counselor may be released only if requested by the employee in writing. A Professional Code of Ethics guides all counselors.

Personal information concerning employee participation in the EAP is maintained in a confidential manner. No information related to an employee's participation in the program is entered into the personnel file.

There is no cost for employees to consult with an EAP counselor. If further counseling is necessary, the EAP counselor will outline community and private services available. The counselor will also let employees know whether any costs associated with private services may be covered by their health insurance plan. Costs that are not covered are the responsibility of the employee.

Minor concerns can become major problems if you ignore them. No issue is too small or too large, and a professional counselor is available to help you when you need it. Call the EAP at (800)-756-5792 to contact an EAP counselor 24

hours a day, 7 days a week.

401 Timekeeping

Accurately recording time worked is the responsibility of every nonexempt employee. Federal and state laws require Our World Neighborhood Charter School to keep an accurate record of time worked in order to calculate employee pay and benefits. Time worked is all the time actually spent on the job performing assigned duties.

Nonexempt employees should accurately record the time they begin and end their work, as well as the beginning and ending time of each meal period. They should also record the beginning and ending time of any split shift or departure from work for personal reasons. Overtime work must always be approved before it is performed.

Altering, falsifying, tampering with time records, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment.

Nonexempt employees should report to work no more than 5 minutes prior to their scheduled starting time nor stay more than 5 minutes after their scheduled stop time without expressed, prior authorization from their supervisor.

It is the employees' responsibility to sign their time records to certify the accuracy of all time recorded. The supervisor will review and then initial the time record before submitting it for payroll processing. In addition, if corrections or modifications are made to the time record, both the employee and the supervisor must verify the accuracy of the changes by initialing the time record.

403 Paydays

All employees are paid semimonthly on the 7th and 22nd days of the month. Each paycheck will include earnings for all work performed through the end of the previous payroll period.

In the event that a regularly scheduled payday falls on a day off such as a weekend or holiday, employees will receive pay on the last day of work before the regularly scheduled payday.

If a regular payday falls during an employee's vacation, the employee's paycheck will be available upon his or her return from vacation.

Employees may have pay directly deposited into their bank accounts if they provide advance written authorization to Our World Neighborhood Charter School and ADP Total Source. Employees will receive an itemized statement of wages when makes direct deposits.

405 Employment Termination

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are examples of some of the most common circumstances under which employment is terminated:

- Resignation - voluntary employment termination initiated by an employee.
- Discharge - involuntary employment termination initiated by the organization.
- Layoff - involuntary employment termination initiated by the organization for non-disciplinary reasons.

Our World Neighborhood Charter School will provide exit interview documentation for the terminated employee to complete. This documentation will be given to the employee at the time of employment termination. At this time the employee will also be given an opportunity to discuss such issues as employee benefits, conversion privileges, repayment of outstanding debts to Our World Neighborhood Charter School, or return of Our World Neighborhood Charter School-owned property. Suggestions, complaints, and questions can also be voiced. In the event that the

employee is unable to meet with staff (in cases of job abandonment or when the employee leaves the position with no advanced notice) the exit interview documentation and any other appropriate forms will be mailed to the employee at their last known address.

Since employment with Our World Neighborhood Charter School is based on mutual consent, both the employee and Our World Neighborhood Charter School have the right to terminate employment at will, with or without cause, at any time.

Employee benefits will be affected by employment termination in the following manner. All accrued, vested benefits that are due and payable at termination will be paid. Some benefits may be continued at the employee's expense if the employee so chooses. The employee will be notified in writing of the benefits that may be continued and of the terms, conditions, and limitations of such continuance.

408 Pay Advances

Our World Neighborhood Charter School do not provide pay advances on unearned wages to employees.

409 Administrative Pay Corrections

Our World Neighborhood Charter School take all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday.

In the unlikely event that there is an error in the amount of pay, the employee should promptly bring the discrepancy to the attention of his or her Supervisor at Our World Neighborhood Charter School who should then contact Director of Human Resources so that corrections can be made as quickly as possible.

410 Pay Deductions and Setoffs

The law requires that OWNCS make certain deductions from every employee's compensation. Among these are applicable federal, state, and local income taxes. OWNCS also must deduct Social Security taxes on each employee's earnings up to a specified limit that is called the Social Security "wage base." Our World Neighborhood Charter School matches the amount of Social Security taxes paid by each employee. OWNCS offers programs and benefits beyond those required by law. Eligible employees may voluntarily authorize deductions from their paychecks to cover the costs of participation in these programs.

Pay setoffs are pay deductions taken by OWNCS, usually to help pay off a debt or obligation to OWNCS or others and will be made where applicable in compliance with federal and state law.

If you have questions concerning why deductions were made from your paycheck or how they were calculated, your supervisor can assist in having your questions answered.

480 Compensation

It is the practice and policy of Our World Neighborhood Charter School to accurately compensate employees and to do so in compliance with all applicable state and federal laws.

Review Your Pay Check

We make every effort to ensure our employees are paid correctly. Occasionally, however, inadvertent mistakes can happen. When mistakes do happen and are called to our attention, we will promptly make any corrections necessary. Please review your paycheck when you receive it to make sure it is correct

Non-exempt Employees

If you are classified as a non-exempt employee, you must maintain a record of the total hours you work each day.

You must accurately record your hours in accordance with Our World Neighborhood Charter School's time keeping procedures. Your time record must accurately reflect all regular and overtime hours worked, any absences, late arrivals, early departures, and meal breaks. Employees are prohibited from performing any "off-the-clock" work. "Off-the-clock" work means work you may perform but fail to report. Any employee who fails to report or inaccurately reports any hours worked will be subject to disciplinary action, up to and including discharge.

It is a violation of company policy for any employee to falsify or alter his or her or another employee's time. It is also a serious violation of company policy for any employee or manager to instruct another employee to incorrectly or falsely report hours. If any manager or employee instructs you to: 1) incorrectly or falsely under- or over-report your hours worked; or 2) alter another employee's time records to inaccurately or falsely report that employee's hours worked, you should report it immediately to your supervisor or the Director of HR

Exempt Employees

If you are classified as an exempt, salaried employee, you will receive a set salary, which is intended to compensate you for any hours you may work. This salary will be established at the time of hire or when you become classified as an exempt employee. The salary will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work you perform.

Under federal and state law, your salary is subject to certain deductions. For example, absent contrary state law requirements, your salary may be reduced for the following reasons:

- Full day or half-day (less than 4 hours worked) absences for personal reasons, if Our World Neighborhood Charter School has a personal day policy that provides for wage replacement benefits and you have exhausted or have not yet accrued enough leave time.
- Full day or half-day (less than 4 hours worked) absences for sickness or disability, if Our World Neighborhood Charter School has a sickness or disability policy that provides for wage replacement benefits and you have exhausted or have not yet accrued enough leave time.
- Full day or half-day (less than 4 hours worked) disciplinary suspensions for infractions of our written policies and procedures.
- Family and Medical leave absences (either full or partial day absences).
- To offset amounts received as payment for jury and witness fees or military pay.
- The first or last week of employment in the event you work less than a full week.

Your salary may also be reduced for certain types of deduction such as your portion of health, dental, or life insurance premiums; state, federal, or local taxes, social security or voluntary contributions to a 401(k) or pension plan.

Your salary will not be reduced for any of the following reasons:

- Partial day (more than 4 hours worked) absences for personal reasons, sickness or disability.
- Absences for jury duty, attendance as a witness or military leave in any week in which you have performed any work.
- Any other deductions prohibited by state or federal law.
- Please note, it is not an improper deduction to reduce an employee's accrued vacation, personal or other forms of paid time off from an employee's leave bank for full or half-day (less than 4 hours worked) absences for personal reasons, or for sickness or disability if the employer has a sickness or disability policy that provides for wage replacement benefits. (We are not entirely clear on the meaning of this)

Should you have any questions with respect to Our World Neighborhood Charter School's policy, please contact your immediate supervisor or the Director of HR

To Report Concerns or Obtain More Information

If you have questions about deductions from your pay, please contact the Director of HR.. If you believe you have been subject to any improper deductions, you should immediately report the matter to your supervisor or the Director of HR or any other supervisor in the company with whom you feel comfortable. Every report will be fully investigated and corrective action will be taken where appropriate, up to and including discharge for any employee(s) who violate

this policy. In addition, we will not allow any form of retaliation against individuals who report alleged violations of this policy or who cooperate in the investigation of such reports. Retaliation is unacceptable, and any form of retaliation in violation of this policy will result in disciplinary action, up to and including discharge.

Please note that where state law is more generous to employees, the state law will be followed.

501 Safeties

To assist in providing a safe and healthful work environment for employees, customers, and visitors, OWNCS has established a workplace safety program. This program is a top priority for Our World Neighborhood Charter School. OWNCS Safety and Loss Control Representative has responsibility for implementing, administering, monitoring, and evaluating the safety program. Its success depends on the alertness and personal commitment of all.

Our World Neighborhood Charter School provides information to employees about workplace safety and health issues through regular internal communication channels such as supervisor-employee meetings, bulletin board postings, memos, or other written communications.

Some of the best safety improvement ideas come from employees. Those with ideas, concerns, or suggestions for improved safety in the workplace are encouraged to raise them with their supervisor, or with another supervisor or manager,—(are we required having a Safety Officer? If not we would like to remove that language) Reports and concerns about workplace safety issues may be made anonymously if the employee wishes. All reports can be made without fear of reprisal.

Each employee is expected to obey safety rules and to exercise caution in all work activities. Employees must comply with all occupational safety and health standards and regulations established by the Occupational Safety and Health Act and state and local regulations. Employees must immediately report any unsafe condition to the appropriate supervisor or the Director of HR. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report or, where appropriate, remedy such situations, may be subject to disciplinary action, up to and including suspension and/or termination of employment.

If you believe that you are being exposed to a known or suspected hazard when working with toxic chemicals or substances, you have a right under the Hazard Communications Law to know about such hazards through Material Safety Data Sheets (MSDS). Your supervisor will review the MSDS with you. If your supervisor does not have this information, your supervisor will contact the Director of HR.. In addition, you will receive information on what hazardous substances are in the work area and regular training on the adverse effects of each toxic substance with which you come into contact in the workplace. You will be protected against discipline or termination that results from exercising employee rights under the law.

In the case of accidents that result in injury, regardless of how insignificant the injury may appear, employees should immediately notify the HR department or the appropriate supervisor. Such reports are necessary to comply with laws and initiate insurance and workers' compensation benefits procedures.

502 Work Schedules

Work schedules for employees vary throughout our organization. Supervisors will advise employees of their individual work schedules. Staffing needs and operational demands may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week.

Flexible scheduling, or flextime, is available in some cases to allow employees to vary their starting and ending times each day within established limits. Flextime may be possible if a mutually workable schedule can be negotiated with the supervisor involved. However, such issues as staffing needs, the employee's performance, and the nature of the job will be considered before approval of flextime. Employees should consult their supervisor to request participation in the flextime program.

504 Use of Phone and Mail Systems

Personal use of the telephone for long-distance and toll calls is not permitted. Employees should practice discretion when making local personal calls and may be required to reimburse Our World Neighborhood Charter School for any charges resulting from their personal use of the telephone.

The use of Our World Neighborhood Charter School-paid postage for personal correspondence is not permitted.

To ensure effective telephone communications, employees should always use the approved greeting and speak in a courteous and professional manner. Please confirm information received from the caller, and hang up only after the caller has done so.

505 Smoking

In keeping with Our World Neighborhood Charter School's intent to provide a safe and healthful work environment, smoking is prohibited throughout the workplace.

This policy applies equally to all employees, and visitors.

506 Meal Periods

All full-time employees are provided with one meal period each workday. Supervisors will schedule meal periods to accommodate operating requirements. Employees will be relieved of all active responsibilities and restrictions during meal periods and will not be compensated for that time. (It is not uncommon for us to pull employees to cover classrooms etc during what would be their lunch period and there is no time within that same day to "give back" that time. What do we do in this situation?)

508 Use of Equipment

Equipment essential in accomplishing job duties is often expensive and may be difficult to replace. When using property, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards, and guidelines.

Please notify the supervisor if any equipment, machines, or tools appear to be damaged, defective, or in need of repair. Prompt reporting of damages, defects, and the need for repairs could prevent deterioration of equipment and possible injury to employees or others. The supervisor can answer any questions about an employee's responsibility for maintenance and care of equipment used on the job.

The improper, careless, negligent, destructive, or unsafe use or operation of equipment can result in disciplinary action, up to and including termination of employment.

510 Emergency Closings

At times, emergencies such as severe weather, fires, power failures, or earthquakes, can disrupt company operations. In extreme cases, these circumstances may require the closing of a work facility. In the event that such an emergency occurs during nonworking hours, local radio and/or television stations will be asked to broadcast notification of the closing.

512 Business Travel Expenses

Our World Neighborhood Charter School will reimburse employees for reasonable business travel expenses incurred while on assignments away from the normal work location. The Executive Director of Our World Neighborhood Charter School must approve all business travel in advance. The President of the Board of Trustees similarly approves travel by the Business Manager in advance.

Employees whose travel plans have been approved should make all travel arrangements through or with the full approval of Our World Neighborhood Charter School.

When approved, the actual costs of travel, meals, lodging, and other expenses directly related to accomplishing business travel objectives will be reimbursed by Our World Neighborhood Charter School. Employees are expected to limit expenses to reasonable amounts.

Expenses that generally will be reimbursed include the following:

- Airfare or train fare for travel in coach or economy class or the lowest available fare.
- Car rental fees, only for compact or mid-sized cars.
- Fares for shuttle or airport bus service, where available; costs of public transportation for other ground travel.
- Mileage costs for use of personal cars
- Cost of standard accommodations in low to mid-priced hotels, motels, or similar lodgings.
- Cost of meals, no more lavish than would be eaten at the employee's own expense.
- Tips not exceeding 15% of the total cost of a meal or 10% of a taxi fare.
- Charges for telephone calls, fax, and similar services required for business purposes.

Employees who are involved in an accident while traveling on business must promptly report the incident to their immediate supervisor. Vehicles owned, leased, or rented by Our World Neighborhood Charter School may not be used for personal use without prior approval.

With prior approval, a family member or friend may accompany employees on business travel, when the presence of a companion will not interfere with successful completion of business objectives. Generally, employees are also permitted to combine personal travel with business travel, as long as time away from work is approved. Additional expenses arising from such non-business travel are the responsibility of the employee.

When travel is completed, employees should submit completed travel expense reports within 60 days. Receipts for all individual expenses should accompany reports.

Employees should contact their supervisor for guidance and assistance on procedures related to travel arrangements, expense reports, reimbursement for specific expenses, or any other business travel issues.

Abuse of this business travel expenses policy, including falsifying expense reports to reflect costs not incurred by the employee, can be grounds for disciplinary action, up to and including termination of employment.
(THE BUSINESS OFFICE NEEDS TO REVIEW THIS TO ENSURE THAT OUR INTERNAL POLICIES ARE NOT IN CONFLICT)

To provide for the safety and security of employees and the facilities at Our World Neighborhood Charter School, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

All visitors should enter Our World Neighborhood Charter School at the main entrance. Authorized visitors will receive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors.

If an unauthorized individual is observed on Our World Neighborhood Charter School's premises, employees should immediately notify their supervisor or, if necessary, direct the individual to the main entrance.

516 Computer and Email Usage

Computers, computer files, the email system, and software furnished to employees are Our World Neighborhood Charter School property intended for business use. Employees should not use a password, access a file, or retrieve any stored communication without authorization. To ensure compliance with this policy, computer and email usage may be monitored.

Our World Neighborhood Charter School strives to maintain a workplace free of harassment and sensitive to the diversity of its employees. Therefore, Our World Neighborhood Charter School prohibits the use of computers and the email system in ways that are disruptive, offensive to others, or harmful to morale.

For example, the display or transmission of sexually explicit images, messages, and cartoons is not allowed. Other such misuse includes, but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment or showing disrespect for others.

Email may not be used to solicit others for commercial ventures, religious or political causes, outside organizations, or other non business matters.

Our World Neighborhood Charter School purchases and licenses the use of various computer software for business purposes and does not own the copyright to this software or its related documentation. Unless authorized by the software developer, Our World Neighborhood Charter School does not have the right to reproduce such software for use on more than one computer. Employees may only use software on local area networks or on multiple machines according to the software license agreement. Our World Neighborhood Charter School prohibits the illegal duplication of software and its related documentation.

Employees should notify their immediate supervisor, the Director of Human Resources or any member of management upon learning of violations of this policy. Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment.

517 Internet Usage

Internet access to global electronic information resources on the World Wide Web is provided by Our World Neighborhood Charter School to assist employees in obtaining work-related data and technology. The following guidelines have been established to help ensure responsible and productive Internet usage. While Internet usage is intended for job-related activities, incidental and occasional brief personal use is permitted within reasonable limits.

All Internet data that is composed, transmitted, or received via our computer communications systems is considered to be part of the official records of Our World Neighborhood Charter School and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained in Internet email messages and other transmissions is accurate, appropriate, ethical, and lawful.

The equipment, services, and technology provided to access the Internet remain at all times the property of Our World Neighborhood Charter School. As such, Our World Neighborhood Charter School reserves the right to monitor Internet traffic, and retrieve and read any data composed, sent, or received through our online connections and stored in our computer systems.

Data that is composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.

The unauthorized use, installation, copying, or distribution of copyrighted, trademarked, or patented material on the Internet is expressly prohibited. As a general rule, if an employee did not create material, does not own the rights to it, or has not gotten authorization for its use, it should not be put on the Internet. Employees are also responsible for ensuring that the person sending any material over the Internet has the appropriate distribution rights.

Internet users should take the necessary anti-virus precautions before downloading or copying any file from the Internet. All downloaded files are to be checked for viruses; all compressed files are to be checked before and after decompression.

Abuse of the Internet access provided by Our World Neighborhood Charter School in violation of law or Our World Neighborhood Charter School policies will result in disciplinary action, up to and including termination of employment. Employees may also be held personally liable for any violations of this policy. The following behaviors are examples of previously stated or additional actions and activities that are prohibited and can result in disciplinary action:

- Sending or posting discriminatory, harassing, or threatening messages or images
- Using the organization's time and resources for personal gain
- Stealing, using, or disclosing someone else's code or password without authorization
- Copying, pirating, or downloading software and electronic files without permission
- Sending or posting confidential material, trade secrets, or proprietary information outside of the organization
- Violating copyright law
- Failing to observe licensing agreements
- Engaging in unauthorized transactions that may incur a cost to the organization or initiate unwanted Internet services and transmissions
- Sending or posting messages or material that could damage the organization's image or reputation
- Participating in the viewing or exchange of pornography or obscene materials
- Sending or posting messages that defame or slander other individuals
- Attempting to break into the computer system of another organization or person
- Refusing to cooperate with a security investigation
- Sending or posting chain letters, solicitations, or advertisements not related to business purposes or activities
- Using the Internet for political causes or activities, religious activities, or any sort of gambling
- Jeopardizing the security of the organization's electronic communications systems
- Sending or posting messages that disparage another organization's products or services
- Passing off personal views as representing those of the organization
- Sending anonymous email messages
- Engaging in any other illegal activities

Workplace monitoring may be conducted by Our World Neighborhood Charter School to ensure quality control, employee safety, security, and customer satisfaction.

While on Our World Neighborhood Charter School's premises, employees have no expectation of privacy in their belongings or in the non-private workplace areas which include, but are not limited to, offices, cubicles, work locations, Company provided or designated parking areas, desks, computers, lockers, rest or eating areas, or vehicles engaged in Company operations, and any personal belongings on or in any of the above.

Computers furnished to employees are the property of Our World Neighborhood Charter School. As such, computer usage and files, including e-mail usage and related files, may be monitored or accessed.

Our World Neighborhood Charter School may conduct video surveillance of non-private workplace areas. Video monitoring is used to identify safety concerns, maintain quality control, detect theft and misconduct, and discourage or prevent acts of harassment and workplace violence.

Because Our World Neighborhood Charter School is sensitive to the legitimate privacy rights of employees, every effort will be made to conduct workplace monitoring in an ethical and respectful manner.

522 Workplace Violence Prevention

Our World Neighborhood Charter School is committed to preventing workplace violence and to maintaining a safe work environment. Given the increasing violence in society in general, Our World Neighborhood Charter School have adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on its premises.

All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, "horseplay," or other conduct that may be dangerous to others. Firearms, weapons, and other dangerous or hazardous devices or substances are prohibited from the premises of Our World Neighborhood Charter School without proper authorization from management.

Conduct that threatens, intimidates, or coerces another employee, a customer, or a member of the public at any time, including off-duty periods, will not be tolerated. This prohibition includes all acts of harassment, including harassment that is based on an individual's sex, race, age, or any characteristic protected by federal, state, or local law.

All threats of (or actual) violence, both direct and indirect, should be reported as soon as possible to your immediate supervisor or any other member of management. This includes threats by employees, as well as threats by customers, vendors, solicitors, or other members of the public. When reporting a threat of violence, you should be as specific and detailed as possible.

All suspicious individuals or activities should also be reported as soon as possible to a supervisor. Do not place yourself in peril. If you see or hear a commotion or disturbance near your workstation, do not try to intercede or see what is happening.

Our World Neighborhood Charter School will promptly and thoroughly investigate all reports of threats of (or actual) violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation, Our World Neighborhood Charter School may suspend employees, either with or without pay, pending investigation.

Anyone determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action up to and including termination of employment.

Our World Neighborhood Charter School encourage employees to bring their disputes or differences with other employees to the attention of their supervisors or the Director of HR before the situation escalates into potential violence. Our World Neighborhood Charter School and Director of Human Resources are eager to assist in the resolution of employee disputes, and will not discipline employees for raising such concerns.

526 Cell Phone Usage

If you are provided a cellular phone by Our World Neighborhood Charter School it is provided to you as business tool only. Cellular phones are provided to assist employees in communicating with management and other employees, their clients, associates, and others with whom they may conduct business. Cell phone use is intended for business-related calls only and personal calls are not permitted. Cell phone invoices may be regularly monitored.

Whether the cellular phone is provided by Our World Neighborhood Charter School or the employee is using his or her own phone, employees who have access to a cell phone while in their cars should remember that their primary responsibility is driving safely and obeying the rules of the road. Employees are prohibited from using cell phones to conduct business while driving and should safely pull off the road and come to a complete stop before dialing or talking on the phone.

As a representative of Our World Neighborhood Charter School, cell phone users are reminded that the regular business etiquette employed when speaking from office phones or in meetings applies to conversations conducted over a cell phone.

601 Family and Medical Leave of Absence (FMLA)

The Leave Policy

Regular full-time employees are eligible to take up to 12 weeks of unpaid FMLA Leave within any 12 month period and be restored to the same or an equivalent position upon your return from leave provided you: (1) have worked for an otherwise covered worksite employer for at least 12 months, (2) have worked for at least 1,250 hours in the last 12 months, and (3) are employed at a worksite that has 50 or more employees within 75 miles from the location from which you were assigned. A "rolling" 12 month period measured backwards from the date you take leave will be used for computing the period within which the 12 weeks of leave may be taken. If you and your spouse both work for Our World Neighborhood Charter School, the maximum amount of FMLA Leave available to you and your spouse for reasons (1) and (2) below is a combined total of 12 weeks. If you live in a state, county, or city, which provides more generous benefits, you will be given those benefits. Please check with the Director of Human Resources.

Reasons for Leave

You may take FMLA Leave for any of the following reasons: (1) the birth of a son or daughter and to care for such son or daughter; (2) the placement of a son or daughter with you for adoption or foster care and to care for the newly placed son or daughter; (3) to care for a spouse, son, daughter or parent ("covered relation") with a serious health condition; or (4) because of your own serious health condition which renders you unable to perform an essential function of your position. Leave because of reasons (1) or (2) must be completed within the 12 month period beginning on the date of birth or placement.

Notice of Leave

To request leave, you must notify Our World Neighborhood Charter School of your need for leave by completing a Request for FMLA Leave Form available from your supervisor or the Director of Human Resources professional. You should give 30 days' prior written notice, or as much advance written notice as possible, to your supervisor and/or your Director of Human Resources professional. However, if it appears that you may be absent due to an FMLA-qualified event or serious health condition, Our World Neighborhood Charter School may, but is not required to, preliminarily designate your time off as FMLA Leave, pending the receipt of documentation from you. Failure to provide requested FMLA Leave documentation and certification within the time limits requested will result in Our World Neighborhood Charter School making a determination on your leave status without such documentation. Our World Neighborhood Charter School may delay or deny leave, demand that you return to work, treat absences as unauthorized time off which could subject you to discipline up to and including termination, and/or discontinue your FMLA Leave.

Medical Certification

If you are requesting FMLA Leave for a serious health condition (reasons (3) or (4)), you and the relevant health care provider must supply appropriate medical certification. You may obtain the Medical Certification Form from your

supervisor or your Director of Human Resources professional. Whenever possible, the Medical Certification should be supplied before the leave begins. Further, Our World Neighborhood Charter School may, at no expense to you, require an examination by a second health care provider designated by Our World Neighborhood Charter School. If the second health care provider's opinion conflicts with the original medical certification, Our World Neighborhood Charter School may, at no expense to you, require a third, mutually agreeable, health care provider to conduct an examination and provide a final and binding opinion. Our World Neighborhood Charter School may require a subsequent medical recertification. Failure to provide requested certification within 15 days, if such is practicable, may result in delay of further leave until it is provided, and/or may subject you to discipline up to and including termination for taking unauthorized leave or excessive absenteeism.

While On Leave

If you take leave because of your own serious health condition or to care for a covered relation (reasons (3) or (4)), you must contact your supervisor or your Human Resources professional on the "first and third Tuesday" of each month regarding the status of the condition and your intention to return to work to see how you are progressing and so that we are up-to-date on any new developments. In addition, you must give notice to your supervisor and Director of Human Resources professional as soon as practicable (within 2 business days, if feasible) if the dates of leave change, are extended or initially were unknown.

Intermittent and Reduced Schedule Leave

Leave because of a serious health condition (reasons 3 and 4) may be taken intermittently (in separate blocks of time due to a single health condition) or on a reduced leave schedule (reducing the usual number of hours you work each workday) if medically necessary. You will receive your current rate of pay for hours worked and time spent working will not count against your available FMLA Leave. In addition, while you are on an intermittent or reduced schedule leave, Our World Neighborhood Charter School may temporarily transfer you to an available alternative position that better accommodates your recurring leave and which has equivalent pay and benefits.

Leave is Unpaid

FMLA Leave is unpaid leave. Pay that will end during Leave includes all forms of compensation paid by Our World Neighborhood Charter School to you, including but not limited to wages, bonuses, commissions and discounts. You are required to use any accrued paid time off for the applicable FMLA Leave, unless you are currently receiving workers' compensation benefits. FMLA Leave does not affect your eligibility, if any, for short or long term disability payments and/or workers' compensation benefits under those insurance plans.

For more information regarding use of your accrued paid time off, or eligibility for disability and/or workers compensation insurance payments, call the Director of HR refer to the plan documents (which are controlling).

FMLA Leave runs concurrently with any other applicable paid or unpaid leave. Using available paid time off, short-term disability or workers' compensation will not extend your leave time beyond the maximum time allowed of 12 weeks of FMLA Leave per 12-month period.

Medical and Other Benefits

During an approved FMLA Leave, Our World Neighborhood Charter School will maintain your health and other benefits, as if you continued to be actively employed. However, you must continue to pay your portion, if any, of the group health plan premiums or your benefits may be cancelled. Accrual of benefits such as paid time off will be suspended during the duration of the leave. Accrual of seniority will also be suspended during the leave and your annual review date will be adjusted accordingly. If you return to work owing any employer-made contributions to your insurance premiums to maintain coverage during your leave, you will be required to reimburse Our World Neighborhood Charter School through payroll deduction immediately upon return. If you elect not to return to work at the end of the leave period, you will be required to reimburse Our World Neighborhood Charter School for contributions to the health insurance premiums made to maintain coverage during your leave, unless you cannot return to work because of a serious health condition or because of other circumstances beyond your control.

Returning From Leave

When you are able to return to work following a leave because of your own serious health condition, you should

attempt to give Our World Neighborhood Charter School at least one week's notice by mailing or faxing to your supervisor or Director of Human Resources professional a medical certification stating that you are able to resume work. However, you must make sure that Our World Neighborhood Charter School receives this notice no later than 2 business days before your return to work at the conclusion of your leave. If your FMLA Leave resulted from a workers' compensation injury, your healthcare provider may send an updated medical work status form to your Case Manager as soon as your return to work date is known, even if less than two business days before your return to work. You may obtain Return to Work Medical Certification Forms from your supervisor or Director of HR. This is important so that your return to work is properly scheduled.

Extended Leave for Serious Health Condition

Leave taken because of your own serious health condition may be extended under certain circumstances. If you cannot return to work at the end of your FMLA Leave due to your own serious health condition, please contact your supervisor the Director of HR to see if you are eligible for extended leave. Please understand that reinstatement from an extended leave of absence (beyond 12 weeks of FMLA Leave) is not guaranteed and will depend upon the availability of a vacancy for which you are qualified.

603 Personal Leave

Our World Neighborhood Charter School provides leaves of absence without pay to eligible employees who wish to take time off from work duties to fulfill personal obligations. Employees in the following employment classification(s) are eligible to request personal leave as described in this policy:

- Regular full-time employees

Eligible employees may request personal leave only after having completed one full school year (from September to June) of service. As soon as eligible employees become aware of the need for a personal leave of absence, they should request a leave from their supervisor.

Personal leave may be granted for a period of up to 7 calendar days every 2 years. If this initial period of absence proves insufficient, consideration will be given to a written request for a single extension of no more than 7 calendar days. With the supervisor's approval, an employee may take any available sick leave or vacation leave as part of the approved period of leave.

Requests for personal leave will be evaluated based on a number of factors, including anticipated workload requirements and staffing considerations during the proposed period of absence.

Subject to the terms, conditions, and limitations of the applicable plans, will provide health insurance benefits until the end of the month in which the approved personal leave begins. At that time, employees will become responsible for the full costs of these benefits if they wish coverage to continue. When the employee returns from personal leave, OWNCS will again provide benefits according to the applicable plans.

When a personal leave ends, every reasonable effort will be made to return the employee to the same position, if it is available, or to a similar available position for which the employee is qualified. However, Our World Neighborhood Charter School cannot guarantee reinstatement in all cases.

If an employee fails to report to work promptly at the expiration of the approved leave period, Our World Neighborhood Charter School will assume the employee has resigned.

604 Educational Leave

Our World Neighborhood Charter School provides educational leaves of absence without pay to eligible employees who wish to take time off from work duties to pursue course work that is applicable to their job duties with Our World Neighborhood Charter School. Employees in the following employment classification(s) are eligible to request educational leave as described in this policy:

- Regular full-time employees

Eligible employees who have completed one full school year (from September to June) of service may request educational leave for a period of up to 5 months every 3 years. Requests will be evaluated based on a number of factors, including anticipated workload requirements and staffing considerations during the proposed period of absence.

Subject to the terms, conditions, and limitations of the applicable plans, will provide health insurance benefits until the end of the month in which the approved educational leave begins. At that time, employees will become responsible for the full costs of these benefits if they wish coverage to continue. When the employee returns from educational leave, will again provide benefits according to the applicable plans.

When an educational leave ends, every reasonable effort will be made to return the employee to the same position, if it is available, or to a similar available position for which the employee is qualified. However, Our World Neighborhood Charter School cannot guarantee reinstatement in all cases.

If an employee fails to report to work at the end of the approved leave period, Our World Neighborhood Charter School will assume that the employee has resigned.

605 Military Leave

A military leave of absence will be granted to employees who are absent from work because of service in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). Advance notice of military service is required, unless military necessity prevents such notice or it is otherwise impossible or unreasonable.

Employees will receive partial pay for two-week training assignments and shorter absences. Upon presentation of satisfactory military pay verification data, employees will be paid the difference between their normal base compensation and the pay (excluding expense pay) received while on military duty.

The portion of any military leaves of absence in excess of two weeks will be unpaid. However, employees may use any available paid time off for the absence.

Continuation of health insurance benefits is available as required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable plans for which the employee is otherwise eligible.

Benefit accruals, such as vacation, sick leave, or holiday benefits, will be suspended during the leave and will resume upon the employee's return to active employment.

Employees on military leave for up to 30 days are required to return to work for the first regularly scheduled shift after the end of service, allowing reasonable travel time. Employees on longer military leave must apply for reinstatement in accordance with USERRA and all applicable state laws.

Employees returning from military leave will be placed in the position they would have attained had they remained continuously employed or a comparable one depending on the length of military service in accordance with USERRA. They will be treated as though they were continuously employed for purposes of determining benefits based on length of service.

607 Pregnancy-Related Absences

Our World Neighborhood Charter School will not discriminate against any employee who requests an excused absence for medical disabilities associated with pregnancy. Such leave requests will be evaluated according to the medical leave policy provisions outlined in this Employee Handbook and all applicable federal and state laws.

Requests for time off associated with pregnancy and/or childbirth, such as bonding and child care, not related to medical disabilities for those conditions will be considered in the same manner as other requests for unpaid family or personal leave.

701 Employee Conduct and Work Rules

To ensure orderly operations and provide the best possible work environment, Our World Neighborhood Charter School and Director of HR expect employees to follow rules of conduct that will protect the interests and safety of all employees and the organization.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of infractions of rules of conduct that may result in disciplinary action, up to and including termination of employment:

- Supplying false or misleading information when applying for employment or during employment
- Personal use of company gas or credit cards
- Theft or inappropriate removal or possession of property
- Falsification of timekeeping records
- Working under the influence of alcohol or illegal drugs
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs or abuse of prescription drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
- Failure or refusal to submit or consent to a required alcohol or drug test
- Gossiping or spreading malicious rumors
- Fighting or threatening violence in the workplace
- Boisterous or disruptive activity in the workplace
- Negligence or improper conduct leading to damage of employer-owned or customer-owned property
- Insubordination or other disrespectful conduct
- Engaging in unethical or illegal conduct
- Having a conflict of interest
- Violation of safety or health rules
- Smoking in prohibited areas
- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace
- Excessive absenteeism or tardiness or any absence without notice
- Unauthorized absence from work station during the workday
- Unauthorized use of telephones, mail system, or other employer-owned equipment
- Unauthorized disclosure of business "secrets" or confidential proprietary information
- Conduct that reflects adversely upon you, Our World Neighborhood Charter School
- Making or publishing false or malicious statements concerning an employee, supplier, client, Our World Neighborhood Charter School
- Violation of personnel policies
- Unsatisfactory performance or conduct or performance or conduct that does not meet the requirements of the position
- Inappropriate or unprofessional communications with students and/or parents
- Other circumstances which warrant discipline

Employment with Our World Neighborhood Charter School is at the mutual consent of Our World Neighborhood Charter School and the employee, and either party may terminate that relationship at any time, with or without cause, and with or without advance notice.

702 Drug and Alcohol Use

It is Our World Neighborhood Charter School's desire to provide a drug-free, healthful, and safe workplace. To promote this goal, employees are required to report to work in appropriate mental and physical condition to perform their jobs in a safe and satisfactory manner.

While on Our World Neighborhood Charter School premises and while conducting business-related activities of Our World Neighborhood Charter School premises, no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

If Our World Neighborhood Charter School has a Drug Free Workplace Program, or if you are in a position-requiring drug testing under state or federal law, you will be subject to drug testing under certain circumstances, in accordance with applicable laws. In this event, you will either have the opportunity to review or will receive a copy of the Drug Free Workplace policy.

Violations of this policy may lead to disciplinary action, up to and including immediate termination of employment, and/or required participation in a substance abuse rehabilitation or treatment program. Such violations may also have legal consequences.

To inform employees about important provisions of this policy, OWNCS has established a drug-free awareness program. The program provides information on the dangers and effects of substance abuse in the workplace, resources available to employees, and consequences for violations of this policy.

Employees with drug or alcohol problems that have not resulted in, and are not the immediate subject of, disciplinary action may request approval to take unpaid time off to participate in a rehabilitation or treatment program. Leave may be granted if the employee agrees to abstain from use of the problem substance; abides by all Our World Neighborhood Charter School policies, rules, and prohibitions relating to conduct in the workplace; and if granting the leave will not cause Our World Neighborhood Charter School any undue hardship.

Under the Drug-Free Workplace Act, an employee who performs work for a government contract or grant must notify Our World Neighborhood Charter School and Director of HR of a criminal conviction for drug-related activity occurring in the workplace. The report must be made within five days of the conviction.

Employees with questions on this policy or issues related to drug or alcohol use in the workplace should raise their concerns with their supervisor at Our World Neighborhood Charter School or the Director of HR

703 Sexual and Other Unlawful Harassment

Our World Neighborhood Charter School are committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic will not be tolerated. provides sexual harassment training to ensure you the opportunity to work in an environment free of sexual and other unlawful harassment.

Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of sexual harassment examples:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects or pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- Physical conduct that includes touching, assaulting, or impeding or blocking movements.

Unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission or rejection of the conduct is used as a basis for making employment decisions; or, (3) the conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment.

If you experience or witness sexual or other unlawful harassment in the workplace, report it immediately to your supervisor. If the supervisor is unavailable or you believe it would be inappropriate to contact that person, you should immediately contact any other member of management and the Director of HR. You can raise concerns and make reports without fear of reprisal or retaliation.

All allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. Communications will be made to others only on a limited "need to know" basis. If you make a complaint under this policy and have not received a satisfactory response, you should contact the Director of HR. When the investigation is completed, you will be informed of the outcome of the investigation.

Any supervisor or manager who becomes aware of possible sexual or other unlawful harassment must immediately advise the Human Resources Professional or any member of management so it can be investigated in a timely and confidential manner. Upon completion of the investigation, if necessary, corrective measures will be taken. These measures may include, but are not limited to: training, counseling, warning, suspension, or immediate dismissal. Anyone, regardless of position or title, found through investigation to have engaged in improper harassment will be subject to discipline up to and including discharge. If the investigation is inconclusive, Our World Neighborhood Charter School may still provide counseling or take other appropriate steps.

Our World Neighborhood Charter School prohibits any form of discipline or retaliation for reporting in good faith the incidents of harassment in violation of this policy, pursuing any such claim or cooperating in the investigation of such reports.

704 Attendance and Punctuality

To maintain a safe and productive work environment, Our World Neighborhood Charter School expects employees to be reliable and to be punctual in reporting for scheduled work. You are also expected to take your lunch/meal times within the time limits set by your supervisor. Absenteeism and tardiness place a burden on other employees and on Our World Neighborhood Charter School. In the rare instances when employees cannot avoid being late to work or are unable to work as scheduled, they should notify their supervisor as soon as possible in advance of the anticipated tardiness or absence. If you are going to miss work because you are going to be late or you or a family member is sick, you must notify your supervisor before the time you are to report for work. Your supervisor will advise you of an alternative person to contact if he or she is unavailable.

Failure to inform either your supervisor or the alternative person, of your tardiness or absence is a serious offense and will be considered an unapproved, unscheduled absence. If you fail to notify your supervisor after three (3)

business days of consecutive absences, you will be considered to have abandoned your job. These rules will be enforced uniformly on a non-discriminatory basis.

Poor attendance and excessive tardiness are disruptive. Either may lead to disciplinary action, up to and including termination of employment.

705 Personal Appearance and Dress Code

Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the business image Our World Neighborhood Charter School presents to customers and visitors.

During business hours or when representing Our World Neighborhood Charter School, you are expected to present a clean, neat, and tasteful appearance. You should dress and groom yourself according to the requirements of your position and accepted social standards.

Employees are expected to maintain the highest standards of personal cleanliness and present a neat, professional appearance at all times.

Our students' satisfaction represents the most important and challenging aspect of our business. Whether or not your job responsibilities place you in direct students contact, you represent the School with your appearance as well as your actions. The properly attired individual helps to create a favorable image for the School, to the public and fellow employees. Professional dress is strongly encouraged. Since students are not allowed to wear jeans, we ask that teachers do not wear jeans. (ONLY ON FRIDAY) We ask staff to refrain from wearing low-cut outfits or skirts and dresses that are above the knees that reveal body parts (breasts, thighs, midriffs, buttocks, etc.). Flip-flops, stilettos, bedroom slippers and open toes are not allowed at anytime during the school year. Anyone caught dressing inappropriately will 1st be warned and asked to go home to change. 2nd time you will be written up and a copy will be placed in your file. 3rd time disciplinary action will be taken.

Your supervisor or department head is responsible for establishing a reasonable dress code appropriate to the job you perform. If your supervisor feels your personal appearance is inappropriate, you may be asked to leave the workplace until you are properly dressed or groomed. Under such circumstance, you will not be compensated for the time away from work. Consult your supervisor if you have questions as to what constitutes appropriate appearance. Where necessary, reasonable accommodation may be made to a person with a disability.

Without unduly restricting individual tastes, the following personal appearance guidelines should be followed:

- Shoes must provide safe, secure footing, and offer protection against hazards.
- Tank tops, tube or halter-tops, or shorts may not be worn under any circumstances.
- Offensive body odor and poor personal hygiene is not professionally acceptable.
- Facial jewelry, such as eyebrow rings, nose rings, lip rings, and tongue studs, is not professionally appropriate and must not be worn during business hours.

706 Return of Property

Employees are responsible for items issued to them by Our World Neighborhood Charter School or in their

possession or control, such as the following:

- Equipment
- Keys
- Manuals
- Tools
- Written Materials

Employees must return all Our World Neighborhood Charter School property immediately upon request or upon termination of employment. Where permitted by applicable laws, Our World Neighborhood Charter School may withhold from the employee's check or final paycheck the cost of any items that are not returned when required. Our World Neighborhood Charter School may also take all action deemed appropriate to recover or protect its property.

708 Resignations

Resignation is a voluntary act initiated by the employee to terminate employment with Our World Neighborhood Charter School. Although advance notice is not required, Our World Neighborhood Charter School requests at least 4 weeks' written resignation notice from all employees.

Currently we send the exit interview documentation to the employee along with information about COBRA upon termination. Are we required to provide the in person exit interview?

If an employee does not provide advance notice as requested, the employee will be considered ineligible for rehire.

710 Security Inspections

Our World Neighborhood Charter School wishes to maintain a work environment that is free of illegal drugs, alcohol, firearms, explosives, or other improper materials. To this end, Our World Neighborhood Charter School prohibits the possession, transfer, sale, or use of such materials on its premises. Our World Neighborhood Charter School requires the cooperation of all employees in administering this policy.

While on Our World Neighborhood Charter School premises, employees have no expectation of privacy in their belongings or in workplace areas which include, but are not limited to, offices, cubicles, work locations, Company provided or designated parking areas, desks, computers, lockers, rest or eating areas, or vehicles engaged in Company operations, and any personal belongings on or in any of the above.

Desks, lockers, and other storage devices may be provided for the convenience of employees but remains the sole property of Our World Neighborhood Charter School. Accordingly, any agent or representative of Our World Neighborhood Charter School can inspect them, as well as any articles found within them, at any time, either with or without prior notice.

712 Solicitations

In an effort to ensure a productive and harmonious work environment, persons not employed by Our World

Neighborhood Charter School may not solicit or distribute literature in the workplace at any time for any purpose.

Our World Neighborhood Charter School recognizes that employees may have interests in events and organizations outside the workplace. However, employees may not solicit or distribute literature concerning these activities during working time. (Working time does not include lunch periods, work breaks, or any other periods in which employees are not on duty.)

Examples of impermissible forms of solicitation include:

- The collection of money, goods, or gifts for religious groups
- The collection of money, goods, or gifts for political groups
- The sale of goods, services, or subscriptions outside the scope of official organization business
- The circulation of petitions
- The distribution of literature not approved by the employer
- The solicitation of memberships, fees, or dues

In addition, the posting of written solicitations on company bulletin boards is restricted. These bulletin boards display important information, and employees should consult them frequently for:

- Postings required by law
- Affirmative Action statement
- Employee announcements
- Internal memoranda
- Organization announcements
- Payday notice

If employees have a message of interest to the workplace, they may submit it to the Assistant Principals of Our World Neighborhood Charter School for approval. The Assistant Principals will post all approved messages.

716 Employee Discipline

This section is to help you understand what is expected of you with regard to proper behavior, performance, and personal conduct. The purpose of this policy is to state Our World Neighborhood Charter School position on administering equitable and consistent discipline for unsatisfactory conduct in the workplace. By complying with these standards you will help to maintain a positive, safe work environment for you and your colleagues.

To address those times when you have not lived up to positive standards, we may provide you with counseling, institute progressive discipline, or terminate your employment if your conduct warrants it. We have the discretion to decide whether counseling, progressive discipline or immediate termination is appropriate. The best disciplinary measure is the one that does not have to be enforced and comes from good leadership and fair supervision at all employment levels.

Our World Neighborhood Charter School's own best interest lies in ensuring fair treatment of all employees and in making certain that disciplinary actions are prompt, uniform, and impartial. The major purpose of any disciplinary action is to correct the problem, prevent recurrence, and prepare the employee for satisfactory service in the future.

Although employment with Our World Neighborhood Charter School is based on mutual consent and both the employee and Our World Neighborhood Charter School has the right to terminate employment at will, with or without cause or advance notice, Our World Neighborhood Charter School may use progressive discipline at its discretion.

Disciplinary action may call for any of four steps -- verbal warning, written warning, suspension with or without pay, or termination of employment -- depending on the severity of the problem and the number of occurrences. There may be circumstances when one or more steps are bypassed.

Progressive discipline will be used when your supervisor at Our World Neighborhood Charter School feels it is appropriate. The system of progressive discipline gives you notice of deficiencies in performance and an opportunity to improve. When misconduct occurs, progressive disciplinary action may include but is not limited to the following: counseling and/or verbal warning, written warning, suspension with or without pay, and/or termination.

Depending on the nature and severity of the misconduct as well as whether it has previously occurred, your supervisor Human Resources Professional may investigate your actions. An investigation is designed to obtain all pertinent facts and may include interviewing you and other witnesses, reviewing documents, etc. Your friends, relatives, attorneys or other third parties are not allowed to participate in internal investigations. Failure to cooperate with an internal investigation is grounds for disciplinary action up to and including discharge. When the investigation is complete, your supervisor and/or Human Resources professional will review the facts and the policies. At that point, your supervisor and/or Director of HR will determine whether you should be disciplined up to and including termination.

Our World Neighborhood Charter School recognize that there are certain types of employee problems that are serious enough to justify either a suspension, or, in extreme situations, termination of employment, without going through the usual progressive discipline steps.

By using employee discipline, we hope that most employee problems can be corrected at an early stage, benefiting both the employee and Our World Neighborhood Charter School.

718 Problem Resolutions

Our World Neighborhood Charter School is committed to all employees. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from the company's supervisors and management.

Our World Neighborhood Charter School strives to ensure fair treatment of all employees. Supervisors, managers, and employees are expected to treat each other with mutual respect. Employees are encouraged to offer positive and constructive criticism.

If employees disagree with established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure. No employee will be penalized, formally or informally, for voicing a complaint with the company in a reasonable, business-like manner, or for using the problem resolution procedure.

If a situation occurs when employees believe that a condition of employment or a decision affecting them is unjust or inequitable, they are encouraged to bring those issues to management's attention using the same procedure described in the Harassment policy.

1. Employee presents problem to immediate supervisor at Our World Neighborhood Charter School after incident occurs. If supervisor is unavailable or employee believes it would be inappropriate to contact that person, employee may present problem to any other member of management at Our World Neighborhood Charter School and/or the Director of HR.
2. Supervisor at Our World Neighborhood Charter School responds to problem during discussion or after consulting with appropriate management, when necessary. Supervisor documents discussion. Employee may also seek redress from the Board of Trustees by communicating the issue in writing for review by the Board.

Not every problem can be resolved to everyone's total satisfaction, but only through understanding and discussion of mutual problems can employees and management develop confidence in each other. This confidence is important to the operation of an efficient and harmonious work environment.

800 Life-Threatening Illnesses in the Workplace

Employees with life-threatening illnesses, such as cancer, heart disease, and AIDS, often wish to continue their

normal pursuits, including work, to the extent allowed by their condition. Our World Neighborhood Charter School support these endeavors as long as employees are able to meet acceptable performance standards.

Medical information on individual employees is treated confidentially. Our World Neighborhood Charter School will take reasonable precautions to protect such information from inappropriate disclosure. Managers and other employees have a responsibility to respect and maintain the confidentiality of employee medical information. Anyone inappropriately disclosing such information is subject to disciplinary action, up to and including termination of employment.

802 Recycling

Our World Neighborhood Charter School supports environmental awareness by encouraging recycling and waste management in its business practices and operating procedures. This support includes a commitment to the purchase, use, and disposal of products and materials in a manner that will best utilize natural resources and minimize any negative impact on the earth's environment.

Special recycling receptacles have been set up to promote the separation and collection of the following recyclable materials at Our World Neighborhood Charter School:

- Computer Paper
- White High Grade or Bond Paper
- Ledger Paper
- Mixed or Colored Paper
- Newspaper
- Corrugated Cardboard
- Brown Paper Bags
- Printer Cartridges

The simple act of placing a piece of paper, can, or bottle in a recycling container is the first step in reducing demand on the earth's limited resources. Success of this program depends on active participation by all of us. Employees are encouraged to make a commitment to recycle and be a part of this solution.

Our World Neighborhood Charter School encourages reducing and, when possible, eliminating the use of disposable products. Source reduction decreases the consumption of valuable resources through such workplace practices as:

- Communication through computer networks with email
- Two-sided photocopying
- Reusing paper clips, folders, and binders
- Turning off lights when not in use

Whenever possible, employees of Our World Neighborhood Charter School are encouraged to purchase products for the workplace that contain recycled or easily recyclable materials. Buying recycled products supports recycling and increases the markets for recyclable materials.

By recycling, Our World Neighborhood Charter School is helping to solve trash disposal and control problems facing all of us today. If you have any questions or new ideas and suggestions for the recycling program contact the Administrative/Operations Coordinator and/or the Human Resources Department.

804 Employee Commute Options

Our World Neighborhood Charter School recognizes that traffic congestion contributes to air pollution and energy waste. To help reduce congestion and improve air quality, Our World Neighborhood Charter School encourages employee commute options. Finding alternatives for driving alone to work benefits both employees and the environment.

Public transportation is a commute option that reduces traffic and air pollution. Transit riders eliminate the stress of driving and may even have time to read, sleep, or write while commuting. To encourage and support the use of public transportation, Our World Neighborhood Charter School offers a transit check program.

Carpooling is a convenient option that saves money on commute costs, reduces the stress of driving every day in traffic, and encourages communication with co-workers.

A carpool consists of two or more individuals who share a ride to work. The number of riders may vary, the days the carpool operates may change, the drivers may rotate, and riders may share expenses.

Contact the Human Resources Department for more information and assistance with employee commute options.

806 Suggestion Program

As employees of Our World Neighborhood Charter School, you have the opportunity to contribute to our future success and growth by submitting suggestions for practical work-improvement or cost-savings ideas.

All regular employees are eligible to participate in the suggestion program.

A suggestion is an idea that will benefit Our World Neighborhood Charter School by solving a problem, reducing costs, improving operations or procedures, enhancing customer service, eliminating waste or spoilage, or making Our World Neighborhood Charter School a better or safer place to work. Statements of problems without accompanying solutions, or recommendations concerning co-workers and management are not appropriate suggestions.

All suggestions should contain a description of the problem or condition to be improved, a detailed explanation of the solution or improvement, and the reasons why it should be implemented. If you have questions or need advice about your idea, contact your supervisor for help.

Submit suggestions to the Human Resources Department. As soon as possible, you will be notified of the adoption or rejection of your suggestion.

Special recognition will be given to employees who submit a suggestion that is implemented.

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL/ADP TOTALSOURCE
employee handbook
Acknowledgement of Receipt

The employee handbook describes important information about my employment with Our World Neighborhood Charter School. I should consult with my supervisor or Director of HR in these policies. I have entered into my employment relationship with Our World Neighborhood Charter School voluntarily and acknowledge that there is no specified length of employment. Accordingly, either Our World Neighborhood Charter School can terminate the relationship at will, with or without cause, at any time, so long as there is no violation of applicable federal or state law.

Since the information, policies, and benefits described here, or on the Intranet, are subject to change, I acknowledge that revisions to the handbook may occur, except to the policy of employment at will. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies.

Only Our World Neighborhood Charter School has the ability to adopt any revisions to the policies in this handbook.

Furthermore, I acknowledge that this handbook is neither a contract of employment nor a legal document. I have received the handbook (OR: I acknowledge that I have access to the handbook via the Intranet and that I will not receive a paper copy of the handbook), and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

Employee name (please print): _____

Employee Signature: _____

Date: _____

12. Partner Organization
(a) Partner Information

This is not applicable as OWN Charter School 2 will not have a partner.

12. Partner Organization
(b) Partner Commitment

This is not applicable as OWN Charter School 2 will not have a partner.

13. Governance

(a) Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the school's board of trustees. This response should explain the role of the board in:

- **Selecting school leader(s) (and partner or management organizations, if any);**
- **Monitoring school performance;**
- **Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school's mission and goals.**

The Our World Neighborhood Charter School Education Corporation Board of Trustees is the oversight and policy-making body. Appropriate Board decisions include setting the budget, determining the strategic plan, formulating major policy, overseeing the school's compliance with relevant laws and regulations and raising funds to support the growth of the school. The Board of Trustees may delegate certain responsibilities and duties to the central office CEO or central office Director of Finance or other central office staff, under the following conditions: (a) that the school staff will operate with oversight from the Board of Trustees; and (b) that the Board is ultimately and finally responsible and accountable for the actions of any person to whom responsibility has been delegated and for any and all obligations, programs and policies of the school.

The Education Board is currently composed of 7 members. The Board currently has 11 meetings per year inclusive of the annual meeting and shall have at least six (6) Board meetings each year. Board members will also be expected to prepare for any board meetings and school events, carry out and complete assignments and participate in any mandatory or agreed-upon board training. In addition to the above, the Board of Trustees will be responsible for:

- Ensuring that the School implements its programs in a manner consistent with the mission, goals, terms and conditions of its charter, as well as with all applicable state and federal laws and regulations.
- Operating at all times in compliance with the Corporation's Code of Ethics and overseeing the implementation of all policies governing the operation of the school.
- Overseeing implementation of the educational program to ensure the charter school operates in an educationally sound manner. This includes approving and ensuring that the school progresses toward and fulfills its goals and objectives set forth in the charter and Accountability Plan.
- Evaluating the performance of the central office CEO.
- Approving the School's annual budget, review regular financial updates, and ensuring that the school operates in a fiscally sound manner, including adequate internal financial controls.
- Providing support to the School with additional fundraising, marketing, and other services as such needs arise.
- Advocating on behalf of the School by working to establish partnerships with community organizations, institutions of higher learning, community-based organizations and corporate entities, as appropriate, to support the school's mission.
- Hearing and making determinations regarding complaints submitted to the Board in a timely manner pursuant to the Corporation's complaints process.

The Board will appoint a central office CEO who will be responsible, under the authority of and with oversight by the Board, for oversight of the OWN Charter School 2 Principal who has responsibility for the implementation of the school's academic programs and for the operational management of the school. The OWN Charter School 2 Principal will report directly to the central office CEO who has the responsibility for management of the OWN Charter School 2 Principal. In turn, the central office CEO will report directly to the Education Corporation Board.

The Board will use data to ensure objectivity when looking at school performance. The Board will establish a data-driven process for evaluating the central office CEO. The Board will look at key instructional benchmarks, progress towards accountability goals, operational benchmarks, survey results from principals, staff and parent surveys and other criteria that measure the overall health of the school to evaluate the central office CEO. The board will work with the central office CEO to establish the measures used to evaluate the Director of Finance. They will delegate to the central office CEO the responsibility to establish a data-driven framework that the central office CEO will use when evaluating the OWN Charter School 2 Principal.

The use of data by the Board will help improve the quality of their decisions. The Board will require the central office CEO, the central office Director of Finance and OWN Charter School 2 Principal to provide it with data about the school's academic progress and operational and fiscal health. The Board will also require the central office CEO, the central office Director of Finance, CEO, central office Director of Finance, central office Director of External Affairs and the OWN Charter School 2 Principal to prepare reports and/or make Board presentations on a regular basis regarding a variety of data, including assessment results, attendance/disciplinary information, relevant personnel-related data such as daily teacher attendance rates and teacher certification rates, financial reports and other data. At a minimum, the central office CEO, central office Director of Finance, central office Director of External Affairs and OWN Charter School 2 Principal will present a report to the Board at each regular Board meeting, and will present written and verbal reports regarding the progress of the School towards meeting its goals periodically to the full Board and to its committees.

With oversight from the central office CEO, the OWN Charter School 2 Principal will be responsible for developing comprehensive reports of student assessment results in the aggregate as well as in disaggregated student categories (by grade level and broken down by special student populations (i.e. ELLs, Special Education, Economically Disadvantaged). The OWN Charter School 2 Principal will be responsible for summarizing the results of the data and its implications for student achievement and growth as well as the school's accountability goals. The Education Committee will meet with the central office CEO and OWN Charter School 2 Principal to review this report and his or her findings and discuss with the central office CEO and OWN Charter School 2 Principal any changes in the educational program that should be explored to support student performance aligned to the School's mission. The Education Committee and the central office CEO and OWN Charter School 2 Principal will present their reports to the full Board. This review process will also inform the setting of budgetary priorities for the next school year as recommendations are made regarding changes to support student academic achievement and growth.

The Board will use data to: (1) establish priorities; (2) measure whether the School is meeting its mission and goals, particularly those related to student achievement; (3) evaluate the effectiveness of the School's policies and programs; (4) identify new issues or challenges; (5) diagnose problems and revisit proposed or enacted solutions; (6) hold the central office CEO and his or hers employees as well as the Board itself—accountable for results; (7) “de-personalize” decisions; and (8) make informed budget decisions.

(b) Education Corporation Board Design

Describe the rationale for the proposed design of the education corporation's board of trustees including:

- **Number of trustees;**

The Our World Neighborhood Charter School Education Corporation by-laws allow for the number of voting Trustees to be not less than five and not more than 15 members. The Board currently has 7 members. The current number of Trustees—that being an odd number—ensures that to the greatest degree possible when a

vote is taken it will not result in a tie vote. Further, the number allows for Board Committees to have a sufficient number of members without requiring that each Board member sit on every Committee.

- **Officer positions;**

The following are the officer positions on the Our World Neighborhood Charter School Education Corporation:

Chairperson and President. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board and its By-laws may prescribe. If present, the Chair shall preside at Board meetings.

Vice Chairpersons. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's charter and By-laws, with amendments; (c) keep or cause to be kept a copy of the Corporation's incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and committee meetings as required by the By-laws; and (e) have such other powers and perform such other duties as the Board may prescribe.

- *Ex-officio* members (voting and non-voting);

The Our World Neighborhood Charter School Education Corporation Board has no ex-officio members.

- **Standing committees (if any);**

The Board currently has the following standing Committees:

Executive Committee: Facilitates effective decision-making by the board. Comprised of a subset of board members—i.e. the Chair and officers—the Executive Committee is responsible for: a) planning board meeting agendas; b) making decisions on behalf of the full board; c) evaluating the central office CEO and setting his or her annual compensation and d) serving as a communication link with other board members.

Audit/Finance Committee: Has and may exercise the authority, without limitation, to (i) recommend the annual appointment of the Corporation's auditors, (ii) review with the Corporation's auditors the scope of the audit and non-audit assignments and related fees, accounting principles the Corporation shall use in financial reporting, internal auditing procedures and the adequacy of the Corporation's internal control procedures, (iii) otherwise

to take all actions necessary and appropriate in light of, and in order to comply with, all applicable statutes, rules and regulations of regulatory agencies and bodies, and (iv) perform such other matters as the Board of Trustees may assign from time to time. Coordinates the board's financial oversight responsibilities. The Finance Committee is responsible for developing annual budgets in conjunction with the short- and long-term plans of the school. The budget is then reviewed periodically by the Finance Committee to be updated with current information. After the budget is developed, it must be presented to the Board of Trustees for review and vote. Additional responsibilities include oversight of the school's auditing, facilities and financial management initiatives.

In addition to the standing committees above, the following are active committees of the Board:

Development Committee: Works with the Director of External Affairs to identify and secure private philanthropy and grants to support the needs of each charter school, as necessary.

Education Committee: Helps ensure the academic quality and credibility of the school as an academic institution and supports the central office CEO in the maintenance, promotion and improvement of the academic standards set forth in the charter. The primary responsibilities of the Education Committee include: a) advising the board on the core values and activities of scholarship that define the Education Corporation's core activities of teaching and learning; b) recommending to the board the adoption of academic policies consistent with the Education Corporation's vision, mission and strategic plan; c) adopting procedures of board-approved academic policies; d) protecting and enhancing the quality of each School's academic programs at all levels; e) advising the board on the academic aspects of the overall strategic direction of the Schools and Education Corporation; and f) working in conjunction with the central office CEO and implies come sort of direct supervision of principals to monitor and advance the quality of all academic activities

Facilities Committee: Works to ensure each school has secured sufficient school facilities required to implement its educational program.

- **Delegation of authority to any committees, officers, employees or contractors;**

The Board has the authority to delegate the management of the activities of the School to others including the central office CEO and the school-based Principals, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction. In addition, the Board Chair may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee which has the authority of the Board;
- c. The amendment or repeal of the By-laws or the adoption of new By-laws; and
- d. The appointment of other committees of the Board, or the members of the committees.

- **Information to be received from the CMO, school leadership, staff or contractors as applicable;**

As described earlier in this response, the Board will require central office and school leadership to provide it with comprehensive reports highlighting relevant data that will inform its discussions regarding the academic performance and fiscal and operational health of the school. The Board will use this data to: (1) establish priorities; (2) measure whether the School is meeting its mission and goals, particularly those related to student achievement; (3) evaluate the effectiveness of the School's policies and programs; (4) identify new issues or challenges; (5) diagnose problems and revisit proposed or enacted solutions; (6) hold the Principal, instructional staff and other administrators,—as well as the Board itself—accountable for results; (7) "de-personalize" decisions; and (8) make informed budget decisions.

- **Frequency of board and committee meetings;**

The Board will hold meetings at such frequency as currently required in the education corporation's charter agreement. Committees meet on an as needed basis with the exception of the Audit/Finance Committee and Education Committee which meet quarterly.

- **Procedures for publicizing and conducting monthly school board meetings in accordance with the Act and the NY Open Meetings Law;**

Every meeting of the Board of Trustees will be open to the general public, except when an executive session is called. Reasonable efforts will be made to ensure meetings are held in barrier-free facilities to allow persons equal opportunity to attend a meeting. A calendar of regular meetings shall be conspicuously posted at the school. Public notice of the time and place of all meetings scheduled one week in advance shall be conspicuously posted at the school and provided to the news media at least 72 hours in advance of such meeting. Public notice of the time and place of every other meeting shall be provided to the news media to the extent practicable and shall be conspicuously posted in the school and on the school's website at a reasonable time prior to such meetings. In accordance with the Open Meetings Law, the School shall publish such materials as will be discussed at the next Board meeting on the School's website for so long as the website is frequently updated, and shall otherwise make copies of such materials available upon request at or prior to Board meetings to the extent reasonable practicable

Conduct of Executive Sessions

Consistent with the Open Meetings Law, an executive session may be held with a majority vote of the members taken in an opening meeting, identifying the areas of consideration. An executive session may be held for the items below, providing no formal action shall be taken to appropriate public monies:

- Matters which will imperil the public safety if disclosed;
- Any matters which may disclose the identity of a law enforcement agent or informer;
- Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
- Discussions regarding proposed, pending or current litigation
- Collective negotiations pursuant to article fourteen of the civil service law;
- The medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
- The preparation, grading or administration of examinations; and
- The proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Minutes

Minutes must be taken at all open meetings and consist of a record of all motions, proposals and resolutions voted upon, and the vote tally. Minutes also must be taken at executive sessions of any action taken by formal vote, and consist of a summary of such action, the date, and the vote tally. The summary need not include any matter that is not required to be made public by the Freedom of Information law. The minutes of an open meeting must be available to the public within two weeks from the date of the meeting. Minutes of an executive session must be available within one week from the date of the executive session.

- **Trustee recruitment and selection process and criteria;**

The Board is cognizant of the need it will have throughout the life of the school to continue to draw new members to the board to fill open seats as well as to plan for board member succession. It is critical that the Board collectively have the requisite experience and network to help the school prosper. The Board will look for individuals who bring the experience and expertise needed by our school as it grows from a start-up to a maturing academic institution.

The Board through its own internal assessment process determines areas of expertise that it believes are important to cover at the Board level. Once these areas are identified, the central office CEO and board discuss and lay out a plan for a process to identify people who have these areas of expertise. Board members and the central office CEO recommend candidates to the President of the Board. The Board President is responsible for setting up an interview process that includes other Board members (the Nominating Committee) with these potential candidates. Candidates are invited to attend a board meeting and to meet with the central office CEO as well. If the Board Nominating Committee finds the candidate will be a valuable addition to the Board, the candidate is nominated to the full Board for consideration for board membership. After further discussions and an eventual vote is taken to approve the candidate for Board membership. In accordance with the School's by-laws, prospective candidates will be elected to the Board by the vote of the majority of the Trustees then in Office and shall be officially seated as voting Trustees after CSI approval as required in the School's Charter Contract.

- **New trustee orientation process; and,**

Providing new Trustees with the information they need to perform effectively will be a critical step in developing and maintaining a strong Board of Trustees for the School. The responsibility for developing and implementing an effective program of Board orientation is shared among the Board Chair, the Board's Executive Committee and the central office CEO.

New Member Orientation

When a new Trustee has been brought onto the Board, the new Trustee orientation process proceeds in the following way:

- Before the first Board meeting, the Board Chair will schedule a meeting between the new Trustee and key individuals in the School and on the Corporation's Board. The new Trustee will be provided with a Board member manual, which will include bylaws, Articles of Incorporation, the charter school contracts and applications, as well as a thorough description of the educational program including educational philosophy, curriculum, instructional methods, assessment, the current budget, last audited financial statements a list of board members and their addresses, lists of committees and any staff assignments, copies of minutes for the previous year and a copy of the charter school strategic plan.
- Also during this meeting, the Board Chair will discuss options for committee involvement with the new Trustee. The intent is to forge a solid match between the interests, skills and preferences of each Trustee and the requirements and challenges of the committee he or she joins.
- At the new Trustee's first board meeting, the Board Chair will introduce them to all current Trustees and staff members. A mentor Trustee will be assigned to work with the new Trustee at least through the first several months.

Early Service—During the first three months of service the Board Chair will ensure that:

- Regular check-ins between new Trustee and their Board mentors will be conducted to answer questions and help them become acquainted.
- New Trustees have become involved in their chosen committee assignment and continue orientation to the work of that specific committee. This responsibility will be shared by the Board Chair, the chair of the committee and when appropriate, the Principal.

- Written background materials continue to be provided to the new Trustees in response to their interests and questions.

- **Board/trustee training and development.**

Trustees are committed to developing a well-informed board, one with the knowledge needed to lead an effective charter school. The Executive Committee, working closely with the Board Chair and the central office CEO will plan a formal program of board training and development for all Trustees. In addition to new Trustee orientation, the Executive Committee will also be responsible for planning an annual and ongoing board education and training program for all of the board. The Executive Committee will also plan more specialized training and development activities to strengthen the leadership skills of Trustees who are being groomed for other leadership positions within the Board. The Board Chair and central office CEO will be responsible for identifying board training opportunities and board training consultants who could be utilized by the Board.

(c) Stakeholder Participation

Explain how parents and school staff, including teachers, will provide input and participate in the governance of the education corporation.

OWN Charter School 2 is committed to promoting staff involvement in school governance. Indeed, one of the objectives of the New York Charter Schools Act is to “create new professional opportunities” for staff, as stipulated in Education Law § 2850(2)(d). By being a small school and enjoying the statutory freedom given to charter schools in New York State, OWN Charter School 2 can create great opportunities for staff to directly influence the direction and impact of the School’s instructional program. Under the leadership of the Principal, the staff of OWN Charter School 2 will play a significant role in the governance and administration of the school.

In particular, OWN Charter School 2 provides opportunities for instructional staff with the guidance of the Principal and instructional coaches to shape the curriculum benchmarks and curriculum mapping based on student performance data on state assessments and diagnostic exams. In addition, the Principal will solicit staff input, both formally and informally, on an ongoing basis. The Principal will establish advisory groups comprised of staff members to provide input in school decision-making regarding relevant issues. Any and all staff members are free to attend public meetings of the Board and can meet with or make recommendations to the Board of Trustees or to the administration individually or as a group. The Principal will encourage teachers to have at least one colleague attend every Board meeting to present issues that are of concern to them. There will be a regular agenda item at each Board meeting for this purpose. The Principal will promote staff involvement in the Title I School-wide Planning process and in other school improvement initiatives. School staff may also be requested by the Board to serve on ad hoc committees. OWN Charter School 2 school leadership will be accessible to staff, and the school leadership will seek to minimize bureaucratic impediments to staff access and communication.

The ways in which parents will participate in the governance of the school include:

- a) The Our World Neighborhood Charter School Education Corporation Board of Trustees has designated 3 seats on the Board as Parent seats.
- b) OWN Charter School 2 will establish OWN Charter School 2’s Parent Association, comprised of parents and legal guardians of students enrolled in the school who wish to participate. The Parent Association will be involved in a variety of school activities, including fundraising events, field trips, and promotion of OWN Charter School 2 throughout the community. The Parent Association will also be involved in the governance of the School by having regular interaction with the Principal and Board of Trustees regarding policies and practices and by advising them on approaches for providing information to parents, and strategies for

arranging staff interaction with parents. At every board meeting, there will be a formal agenda item for the Parent Association to present a report to the Trustees.

- c) From time to time, as the Board of Trustees or Principal requests, the Parent Association will be asked to participate in or comprise advisory committees to study or implement a specific policy or action of the School. For example, committees may be formed to study and advise the Board on building expansion plans, budget issues, student recruitment activities, use of the school building, student discipline practices and/or other issues.
- d) The School intends to engage in collaborative planning and school improvement initiatives, including development of a School-wide Title I plan in the first year of the initial charter term. These planning and school improvement initiatives will include parents as committee members, and they will solicit the input and ideas of parents through surveys and/or other outreach activities.

13(d) By-laws

Provide a draft of the proposed education corporation's governing by-laws.

**PROPOSED AMENDED AND RESTATED BY-LAWS
OF
OUR WORLD NEIGHBORHOOD CHARTER
SCHOOL EDUCATION CORPORATION**

**ARTICLE I
NAME**

The name of this Corporation is Our World Neighborhood Charter School Education Corporation (the "Corporation").

**ARTICLE II
MEMBERS**

The Corporation shall have no members.

**ARTICLE III
GENERAL PURPOSES**

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

- (a) operating public charter schools (each a "School" and collectively, the "Schools") in New York, New York pursuant to the Corporation's charter;
- (b) exercising all rights and powers conferred by the laws of the State of New York upon not-for-profit education corporations and consistent with the Constitution of the State of New York and the Corporation's charter, including, but not limited to, raising funds, receiving gifts, bequests and contributions in any form, using, applying, investing and reinvesting the principal and income therefrom and distributing the same for the above purposes; and
- (c) engaging in any other activity that is incidental to, connected with, or in advancement of the foregoing purposes and that is within the definition of charitable and educational purposes of Section 501(c)(3) of the Internal Revenue Code of 1986.

ARTICLE IV TRUSTEES

4.1. Powers. The Corporation shall be managed by the Board of Trustees ("Board" or "Board of Trustees", individually, each a "Trustee"). The Board of Trustees shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the provisions of applicable law (including the New York Education Law, Not-for-Profit Corporation Law, General Municipal Law, and Open Meetings Law), as well as the requirements of the Corporation's charter and these By-laws. The Board of Trustees may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board of Trustees' ultimate jurisdiction. Trustees shall act only through the Board of Trustees, and shall have no power as individual trustees.

4.2. Qualifications. Subject to the restrictions set forth in the Corporation's charter and these By-Laws, the Board may elect any person who is not an employee of the Corporation and who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the Corporation faithfully and effectively.

4.3. Number. The number of voting Trustees on the Board of Trustees shall be not less than five (5) and not more than fifteen (15), or such other maximum number as may be determined from time to time by vote of a majority of the entire Board of Trustees (the term "entire Board of Trustees" has the meaning set forth in section 4.12 below). Any newly created Trustee positions may be filled in accordance with section 4.6 below. If the Board of Trustees votes to decrease the number of Trustees, such decrease shall not affect the term of any incumbent Trustee. If new Trustee positions are created, the Board of Trustees shall determine the class(es) of the additional Trustee(s) in accordance with the principles of section 4.4.

4.4. Classification. At the first Annual Meeting, the Trustees shall be divided into three (3) equal classes to serve one, two, and three-year terms respectively ("Classification Terms") so that thereafter, approximately one-third of the Trustees' terms shall expire at the time of the Annual Meeting over the subsequent three (3) years. Each Trustee elected after the expiration of a Classification Term shall hold office for a term of three (3) years.

4.5. Election of Trustees. After the expiration of the Classification Term of a Trustee (or following the earlier death, resignation or removal of a Trustee), such Trustee's Board position shall be considered open. Three (3) seats shall be reserved for parents ("Parent Seats"), one for each class, and the other trustee seats ("Other Seats") shall remain open to any person qualified. Notwithstanding the designation of any particular seat as a "Parent Seat," no special qualification, residence or affiliation requirements are imposed by these By-laws in respect of such seats. Candidates for open Board positions shall be nominated as follows: by a Nominating Committee designated by the Board and composed of Trustees whose terms are not expiring shall nominate one or more candidates for each open Other Seat, and may nominate alternate candidates for open Parent Seats if a majority of the members the Board of Trustees

then in office so requests by resolution duly adopted. At each Annual Meeting, the Trustees shall, by a majority of votes cast, elect Trustees (to the extent there are open Board positions) and elect officers of the Corporation for the ensuing year; the Trustees shall transact such other business as may properly come before the meeting. In the event that no candidate receives a majority of votes cast, the two candidates receiving the highest number of votes shall participate in a run-off, until one candidate receives a majority of the votes cast. Blank votes or abstentions shall not be counted in the number of votes cast. Any Trustee duly elected at an Annual Meeting shall hold office until the expiration of his or her term and until his or her successor is elected and qualifies (or until his or her earlier death, resignation or removal).

4.6. Newly Created Trusteeships and Vacancies. Both newly created Trusteeships resulting from an increase in the number of Trustees and vacancies among the Trustees for any reason, including, without limitation, the removal of a Trustee, may be filled by the vote at any meeting of the Board of Trustees of a majority of the Trustees then in office. A Trustee elected pursuant to this section of these By-laws shall hold office until the next annual meeting of the Board of Trustees at which the election of Trustees is in the regular order of business and until his/her successor shall be elected and shall qualify, or until such Trustee's earlier death, removal or resignation.

4.7. Removal of Trustees. The Board may remove or suspend a Trustee with cause by vote of a majority of the entire Board on examination and due proof of the truth of a written complaint by any Trustee of misconduct, incapacity or neglect of duty, in accordance with Section 226(8) of the New York Education Law and other such sections of the New York Education Law and the Not-for-Profit Corporation Law. In accordance with the procedures set forth in the Education Law, the Board of Regents may remove any Trustee for misconduct, incapacity, neglect of duty, or where it appears to the satisfaction of the Board of Regents that the Board of Trustees has failed or refuses to carry into effect its educational purposes.

4.8. Annual Meeting. The annual meeting of the Board of Trustees shall be held in the month of November of each year at one of the main facilities of the Schools, or at such other place and at such time as shall be determined by the Board of Trustees or the Chairperson and designated in the notice or waivers of notice of the meeting.

4.9. Annual Financial Report. At each annual meeting of the Board of Trustees, the Chairperson and Treasurer shall present an annual financial report showing in appropriate detail the following: (1) the assets and liabilities of the Corporation as of the end of the fiscal year of the Corporation just completed; (2) the principal changes in assets and liabilities during such fiscal year; (3) the revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes during such fiscal year; and (4) the expenses or disbursements of the Corporation, for both general and restricted purposes, during such fiscal year. This annual financial report is a requirement separate from that of the filing of an annual report with the charter entity and the Board of Regents in accordance with section 4.10, or from any other financial reporting requirements the Board of Trustees may have.

4.10. Annual Report. In accordance with the New York Charter School Act, an annual report shall be submitted to the "charter entity" and to the Board of Regents. This annual

report shall be in the form and contain information as prescribed by the New York Charter School Act, and shall include a copy of the most recent independent fiscal audit of the Corporation, which will be monitored and compiled by an Audit/Finance Committee.

4.11. Regular and Special Meetings. Regular or any special meetings of the Board of Trustees may be held at any place within or without the State of New York. Regular meetings of the Board of Trustees may be held at such times as may be fixed from time to time by resolution of the Board of Trustees. Special meetings of the Board of Trustees may be called at any time by the Chairperson, shall be called by the Secretary of the Corporation on the request of any two Trustees, or may be called as otherwise determined by the Board of Trustees.

4.12. Quorum. A majority of the entire Board of Trustees shall constitute a quorum for the transaction of business or of any specified item of business, but a majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place. As used in these By-laws, "entire Board of Trustees" means the total number of Trustees entitled to vote which the Corporation would have if there were no vacancies on the Board of Trustees.

4.13. Notice or Waiver of Notice of Meetings. Annual, regular and special meetings of the Board of Trustees shall be held on notice to the Trustees. Notice of any adjournment of a meeting of the Board of Trustees to another time or place shall be given to the Trustees who were not present at the time of the adjournment and, unless such time and place are announced at the meeting, to the Trustees who were present. Notices shall state the time and place of the meeting and shall indicate that they are being issued by or at the direction of the person calling the meeting. Notice of each meeting of the Board shall be transmitted to each Trustee not less than five (5) and no more than ten (10) days before the meeting to the usual address of every Trustee. Notices by mail, telegram, messenger, electronic mail or facsimile shall be sent to each Trustee at the address, electronic mail address, or facsimile number designated by him/her for that purpose or, if none has been so designated, at his/her last known address. Notice of any meeting of the Board of Trustees need not be given to any Trustee who submits a signed Waiver of Notice, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at the commencement thereof, the lack of notice to him/her. If a purpose of a meeting of the Board of Trustees is the removal of any director, the notice or waiver of notice of such meeting shall so state such purpose. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

4.14. Open Meetings. Notwithstanding any other provisions of these By-laws, the Corporation shall comply with the New York Open Meetings Law.

4.15. Executive Session. To the extent permitted by the New York Open Meetings Law, a portion of any regular or special meeting of the Board of Trustees may be conducted in Executive Session. Topics for an executive session will be limited to those few confidential matters identified in the New York Open Meetings Law.

4.16. Action by the Board of Trustees. Any reference in these By-laws to action to be taken by the Board of Trustees shall mean such action at a meeting of the Board of

Trustees. Except as otherwise expressly required by law or by these By-laws, the vote of a majority of the Trustees present at the time of the vote, if a quorum has been established, shall be the act of the Board of Trustees. In any case in which a Trustee is entitled to vote, he/she shall have no more than, nor no less than, one vote.

4.17. Board Participation by Other Means. To the extent permitted by Article 7 of the Public Officers Law, Trustees who do not reside in New York, or who cannot be present at the location and date of the meeting will may participate by video conference in order to be counted for the quorum and vote on relevant matters. Once a quorum is present, additional Trustees may participate in a Board of Trustees meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees participating in the Board of Trustees meeting other than in-person or by live video-conferencing shall not be permitted to vote. Further, Trustees will not be permitted to vote by proxy. Appropriate notice and access will be given to the public such that they can be participate in the meeting if they so wish at any location in which video conferencing is being used. Trustees may participate by phone, but will not be included as part of the quorum and will not be permitted to vote on pending issues.

ARTICLE V EXECUTIVE AND OTHER COMMITTEES

5.1. Executive and Other Committees of Trustees.

(a) The Board of Trustees, by resolution adopted by a majority of the entire Board, may designate from among its members an Executive Committee, consisting of five (5) or more Trustees, and other standing committees, each consisting of three (3) or more Trustees and other non-Trustees as the Board may deem appropriate. All committees are subject to the New York Open Meetings Law. Unless otherwise provided by these By-laws or in a resolution of the Board by creating or modifying a special committee, members of each Committee shall be elected by a majority of the entire Board of Trustees. Each committee member, to the extent provided in the resolution establishing the committee, shall have all the authority of the Board, except that no such committee shall have authority as to the following matters:

- (1) the filling of vacancies in the Board of Trustees or in any committee;
- (2) the fixing of compensation of the Trustees for serving on the Board of Trustees or on any committee;
- (3) the amendment or repeal of the By-laws or the adoption of new By-laws;
- (4) the amendment or repeal of any resolution of the Board of Trustees which, by its terms, shall not be so amendable or repealable;
- (5) the final approval of recommendations regarding formal complaints filed by individuals or groups against the Corporation or the Schools; and
- (6) the granting of degrees.

(b) The Board of Trustees may designate one or more Trustees as alternate members of any such committee, who may replace any absent member or members at any meeting of such committee.

(c) The Board of Trustees may create such special committees as it may deem desirable. Special committees shall have only the powers specifically delegated to them by the Board of Trustees and in no case shall have powers which are not authorized for standing committees.

(d) All committees of the Board of Trustees shall serve at the pleasure of the Board of Trustees. Members of committees who are designated by the Board of Trustees shall serve at the pleasure of the Board of Trustees.

(e) The Executive Committee shall include at least one holder of a Parent Seat unless otherwise agreed by a majority vote of the entire Board.

(f) An Audit/Finance Committee, created and operating under the guidelines relating to Committees as set forth in these By-laws, shall have and may exercise the authority, without limitation, to (i) recommend the annual appointment of the Corporation's auditors, (ii) review with the Corporation's auditors the scope of the audit and non-audit assignments and related fees, accounting principles the Corporation shall use in financial reporting, internal auditing procedures and the adequacy of the Corporation's internal control procedures, (iii) otherwise to take all actions necessary and appropriate in light of, and in order to comply with, all applicable statutes, rules and regulations of regulatory agencies and bodies, (iv) coordinate the Board's financial oversight responsibilities, (v) develop and update annual budgets, and (vi) perform such other matters as the Board of Trustees may assign from time to time.

5.2. Organization, Meetings of Committees. The Chairperson of the Board of Trustees shall be the chairperson of the Executive Committee, and the Secretary of the Board of Trustees shall act as secretary thereof. All committees may adopt rules governing the time of, the method of calling, or the method of holding their meetings, and the conduct of their affairs. All committees shall keep a record of their acts and proceedings and shall report thereon to the Board of Trustees.

5.3. Quorum and Manner of Acting. A majority of the members of a committee shall constitute a quorum for the transaction of business, and the act of a majority of those present at a meeting at which a quorum is present shall be the act of the committee. The members of a committee shall act only as a committee.

ARTICLE VI OFFICERS

6.1. Officers. At each annual meeting, the Board of Trustees shall elect, by a plurality of the votes cast for each office, a Chairperson and President, one or more Vice

Chairpersons, a Secretary, a Treasurer, and such other officers or assistant officers as it may determine. Any two or more offices may be held by the same person, except the offices of President and Secretary or the offices corresponding thereto.

6.2. Chairperson and President. The Chairperson shall be elected from among the members of the Board of Trustees. He/she shall, if present, preside at all meetings of the Board of Trustees and the Executive Committee. Unless otherwise provided by these By-laws or in a resolution of the Board of Trustees by creating or modifying a special committee, he/she shall appoint the members and chairpersons of all special committees. The Chairperson shall be deemed to act as, and may exercise the powers of, the President of the Corporation to the extent action in such capacity is necessary or desirable. The Chairperson shall perform such other duties as may from time to time be assigned to him/her by the Board of Trustees.

6.3. Vice Chairpersons. If the Chairperson is absent or if there is a vacancy in the office of the Chairperson, then the Vice Chairpersons in the order designated by the Board of Trustees, or in the absence of such designation by the Board of Trustees in order of seniority, shall perform all the duties of the Chairperson and in so acting shall have all the powers of and be subject to all the restrictions upon the Chairperson. Any Vice Chairperson shall perform such duties as may from time to time be assigned to such Vice Chairperson by the Board of Trustees or the Chairperson.

6.4. Treasurer. The Treasurer shall collect and keep an account of all moneys received and expended by the Corporation; shall deposit or cause to be deposited sums received by the Corporation in the name of the Corporation in such depositories as shall be approved by the Board of Trustees; shall make reports of the finances of the Corporation when called upon by the Chairperson; and shall perform such other duties as shall be directed by the Board of Trustees or by the Chairperson. The funds, books and vouchers in the hands of the Treasurer shall at all times be subject to the inspection, supervision and control of the Board of Trustees and the Chairperson, and, at the expiration of the Treasurer's term of office, the Treasurer shall turn over to any successor Treasurer all funds, books, vouchers and other properties of the Corporation in the Treasurer's possession.

6.5. Secretary. The Secretary shall act as secretary of all meetings of the Board of Trustees and of the Executive Committee, and shall keep the minutes thereof in the proper book or books to be provided for that purpose. The Secretary shall see that all notices required to be given by the Corporation are duly given. The Secretary shall have charge of the books, records and papers of the Corporation. The Secretary shall see that the reports, statements and other documents required by law are properly kept and filed. The Secretary shall perform such other duties as may from time to time be assigned to the Secretary by the Board of Trustees or by the Chairperson.

6.6. Term. Each officer shall hold office until death, resignation, removal or until the next annual meeting of the Board of Trustees and until his/her successor shall be elected and shall qualify, whichever first occurs.

6.7. Removal. Any officer may be removed by the Board of Trustees, either with or without cause, by an affirmative vote of two-thirds (2/3) of the entire Board of Trustees.

6.8. Resignations. Any officer may resign at any time, in writing, by notifying the Board of Trustees. Such resignation shall take effect at the time therein specified and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

6.9. Vacancies. A vacancy in the office of any officer caused by death, resignation, removal or other cause shall be filled for the unexpired portion of the term by a majority of the votes cast by the Trustees at any regular or special meeting. In the case that no candidate receives a majority of the votes cast, the two candidates receiving the highest number of votes shall participate in a run-off, until one candidate receives a majority of the votes cast. Blank votes or abstentions shall not be counted in the number of votes cast.

ARTICLE VII CONTRACTS, LOANS AND GRANTS

7.1. Contracts. Except as otherwise provided by law, the Board of Trustees may, prospectively or retroactively, authorize the Secretary or, prospectively, authorize any other officer(s) or agent(s) of the Corporation, in the name and on behalf of the Corporation, to enter into any contract. Any such authority may be general or confined to specific instances.

7.2. Loans. The Board of Trustees may prospectively authorize the Treasurer or any other officer(s) or agent(s) of the Corporation to effect loans and advances at any time for the Corporation from any bank, trust company or other institution, or from any firm, corporation or individual, and for such loans and advances to make, execute and deliver promissory notes, bonds, or other certificates or evidences of indebtedness of the Corporation, and when authorized to do so to pledge and hypothecate or transfer, to the extent permitted by-law, any securities or other property of the Corporation as security for any such loans or advances. Such authority conferred by the Board of Trustees may be general or confined to specific instances.

7.3. Grants. The Board of Trustees, on the basis of written recommendations from individual Trustees, officers and employees of the Corporation, may, prospectively or retroactively, authorize the Chairperson, on behalf of the Corporation or Schools, to make grants and other contributions.

ARTICLE VIII COMPENSATION OF TRUSTEES

No compensation shall be paid by the Corporation to any Trustee for services as such. Trustees and officers may be reimbursed or advanced reasonable expenses relating to the execution of their duties as Trustees or officers in any manner prescribed by the Board of Trustees. Such a Trustee or officer shall not, for purposes of Section 720-a of the New York Not-for-Profit

Corporation Law, be considered compensated solely by reason of reimbursement or being advanced his or her actual expenses incurred in attending meetings or otherwise in the execution of such office.

ARTICLE IX INDEMNIFICATION; INSURANCE

9.1. Non-Liability of Trustees. The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

9.2. Indemnification of Trustees and Officers. In accordance with the New York Not-For-Profit Corporation Law, the Corporation shall, to the fullest extent permitted, and in the manner prescribed by the New York Not-For-Profit Corporation Law, as amended from time to time, indemnify any person who is or was made, or threatened to be made, a party to any action or proceeding, whether civil or criminal, whether involving any actual or alleged breach of duty, neglect or error, any accountability, or any actual or alleged misstatement, misleading statement or other act or omission and whether brought or threatened in any court or administrative or legislative body or agency, by reason of the fact that he or she, or his or her testator was a Trustee, officer, employee or agent of the Corporation, against any judgments, fines, amounts paid in settlement, and reasonable expenses, including attorneys' fees. No indemnification may be made to or on behalf of any such person if his or her acts were committed in bad faith or were the result of his or her active and deliberate dishonesty and were material to such action or proceeding. The Corporation shall reimburse or advance to any person referred to in this section the funds necessary for payment of expenses (including, without limitation, attorneys' fees, costs and charges) incurred in connection with any action or proceeding referred to in this section to the fullest extent permitted by New York Not-For-Profit Corporation Law.

9.3. Insurance. The Corporation shall have the power to purchase and maintain all insurance policies deemed to be in the best interest of the Corporation including insurance to indemnify the Corporation, for any obligation which it incurs as a result of its indemnification of Trustees, officers and employees pursuant to section 9.2 above, or to indemnify such persons in instances in which they may be indemnified pursuant to section 9.2 above.

ARTICLE X BOOKS AND RECORDS

Correct and complete books and records of account and minutes of the proceedings of the Board of Trustees and any committees shall be kept at the officers of the Corporation. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligations imposed by any applicable federal, state or local law.

ARTICLE XI FISCAL YEAR

The fiscal year of the Corporation shall begin on July 1 and shall end on June 30 in each year.

ARTICLE XII CORPORATE SEAL

The Board of Trustees may adopt a Corporate Seal, alter such seal at its pleasure and authorize it to be used by causing a facsimile to be affixed or impressed or reproduced in any other manner.

ARTICLE XIII OFFICE

The offices of the Corporation shall be located in the City of New York at such addresses as may from time to time be fixed by the Board of Trustees.

ARTICLE XIV AMENDMENTS

14.1 Amendments. These By-laws or any one or more of the provisions thereof may, at any annual, regular or special meeting of the Board of Trustees, be amended by changing, altering, suspending, supplementing or repealing the same; provided, however, that no By-law by which more than a majority vote shall be required for any specified action by the Board of Trustees shall be amended, changed, altered, suspended, supplemented or repealed by a smaller vote than that required for action thereunder.

14.2 SUNY Approval. No material amendment to these By-laws shall be effective without approval of the Board of Trustees of the State University of New York.

ARTICLE XV OTHER TRUSTEE POWERS

15.1 Appointment of Principal(s). The Board of Trustees may appoint and remove by majority vote of the entire Board, and determine the terms and conditions of employment of, one or more Principals whose principal responsibilities include education-related matters related to a School (each a “Principal”). This section 15.1 is subject to the terms of any other contracts entered into by the Corporation.

15.2 No Limitation. The enumeration of certain miscellaneous powers in this Article XV shall not be construed as a limitation on any powers of the Board of Trustees.

13(e) Code of Ethics

Provide a draft of the proposed education corporation's code of ethics.

The Code of Ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance with the policy. The Code of Ethics and conflict of interest policy (which may be one document) must be written 1) to apply not only to trustees, but also to officers and employees of the school in conformity with the NY General Municipal Law; and, 2) must comply with recent requirements in the NY Not-For-Profit Corporation Law. Please see the Guidance Handbook for more details.



Our World Neighborhood Charter School	
<i>Elementary School</i>	<i>Middle School</i>
Kindergarten to Grade 5	Grade 6 to Grade 8
36-12 35th Avenue	31-20 37 th Street
Astoria, NY 11106	Astoria, NY 11103

CODE OF ETHICS FOR TRUSTEES, OFFICERS AND EMPLOYEES

The Board of Trustees (the "Board") of the Our World Neighborhood Charter School Education Corporation ("Education Corporation") recognizes that sound, ethical standards of conduct serve to increase the effectiveness of charter 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 to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all Trustees and officers of the Board as well as employees of the schools (the "Schools") that are part of the Education Corporation.

Therefore, every officer, Board member, and employee of the Schools, whether paid or unpaid, shall adhere to the following code of conduct:

1. Gifts: An officer, Board member, or employee shall not directly or indirectly solicit 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 twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters, e-mails, 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.

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

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

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

5. Disclosure of interest in matters before the Board: A Trustee and any officer, or employee of the Schools, 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 has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.

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

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

8. Future employment: An officer, Trustee, 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 Schools on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

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

Penalties

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

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL EDUCATION CORPORATION CONFLICT OF INTEREST POLICY

The purpose of this Conflict of Interest Policy (the “Policy”) is to protect the interests of Our World Neighborhood Charter School Education Corporation schools (together, the “Schools” and each individually, as “School”) when the Schools (through the Education Corporation) are contemplating entering into a transaction or arrangement that may benefit the private interests of a Trustee, Officer or employee of the Schools. For the purposes of this Policy, employees of the Education Corporation who serve at the central level (meaning, not just one individual school but rather both Schools) shall be

considered a Trustee, Officer or employee of the Schools. Before entering into any transaction or arrangement that may benefit the private interests of a Trustee, Officer or employee of the Schools, the Board of Trustees of the Education Corporation (the “Board”) shall determine whether the transaction or arrangement is prohibited under this Policy.

Article 1 **Conflicts of Interest**

Section 1. School Trustees, Officers and employees, subject to certain limited exceptions, are generally prohibited from having a direct or indirect pecuniary or material benefit accrue from a contract with the Schools, provided, however, this does not preclude the payment of lawful compensation and necessary expenses of such Trustee, Officer or employee in holding his or her position with the Schools. A Trustee, Officer or employee will also be considered to have a pecuniary or material benefit in a contract if a School is party to a contract with (i) his or her spouse, minor children or dependents (except contracts of employment with the Schools), (ii) a firm, partnership or association of which he or she is a member or employee, (iii) a corporation of which he or she is an officer, director or employee or (iv) a corporation any stock of which is owned or controlled directly or indirectly by him or her.

Section 2. Trustees, Officers and employees shall not have an interest in any contract with the Schools when such School trustee, officer or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract or authorize or approve payment thereunder (b) audit bills or claims under the contract, or (c) appoint an officer or employee who has any of the powers or duties set forth above.

Section 3. The Chief fiscal officer, treasurer or employees of the Schools shall not have an interest in a bank or trust company designated as a depository, paying agent, registration agent or for investment of funds of the Schools of which he/she is an officer or employee. The provisions of this section shall not preclude the payment of lawful compensation and necessary expenses of trustee, officer or employee in one or more positions of public employment, the holding of which is not prohibited by law.

Section 2. Trustees, Officers and employees are also restricted from engaging in any Related Party Transaction, which is not already expressly prohibited by Section 1 above, except as approved by the Board. In determining whether to approve a Related Party Transaction, the Board must determine if the transaction is fair, reasonable and in the best interests of the School at the time of such determination. With respect to any Related Party Transaction involving a charitable corporation and in which a Related Party has a substantial financial interest, the Board shall consider alternative transactions to the extent available.

Section 3. No Trustee, Officer or employee shall directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars (\$75.00) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form without prior approval of the Board of Trustees.

Section 4. Employees of the Schools may not serve on the Board of Trustees.

Article 2 **Disclosure and Voting**

Any potential or actual conflict of interest has, will have or later acquires as described in Article 1 of this Policy must be promptly disclosed in good faith in writing to each member of the Board, together with all material facts known to such Trustee, Officer or employee in with respect to the actual or potential conflict of interest. All such potential or actual conflicts of interest shall be reviewed by the Board. Any Trustee, Officer or employee to which the potential or actual conflict of interest relates shall leave the room while deliberations are conducted. If not prohibited by Article 1 of this Policy, any matter involving an actual or potential conflict of interest shall be approved by not less than a majority vote of the entire Board; provided, that the Trustee to which the potential or actual conflict of interest relates shall not be permitted to vote. No Trustee, Officer or employee shall vote, act, or attempt to influence improperly the deliberations, as applicable. Any attempt to vote, act, or improperly influence deliberations may be grounds for removal from the Board or termination of employment with the Schools.

Article 3 **Committee Review**

The Board may delegate to the Finance Committee or any Board committee comprised solely of Independent Trustees (each a “Committee”) the adoption, implementation of and compliance with this Policy. The Board may delegate to such Committee review and approval of any potential or actual conflict of interest; provided that if the potential or actual conflict of interest is of a nature that would otherwise require full Board approval, the Committee shall provide a recommendation as to whether or not to approve the potential or actual conflict of interest to the full Board, and the Board shall be responsible for making a final determination. In the event the Board delegates the review and approval of conflicts of interest to a committee, all references to the Board in this Policy shall be deemed to refer to such Committee and all references to a majority of the Board shall be deemed to refer to a majority of such Committee.

Article 4 **Records of Proceedings**

The minutes of all meetings of the Board and all committee meetings at which a potential or actual conflict of interest is considered shall contain the following:

- (i) The names of the persons who disclosed or otherwise were determined to have a potential or actual conflict of interest, the nature of the potential or actual conflict of interest, any action taken to determine whether a conflict of interest exists, and the Board’s decision as to whether a conflict of interest exists.
- (ii) The names of the persons who were present for discussions and votes relating to any determinations under this Policy, including whether the Trustee, Officer or employee left the room during any such discussions, the content of such discussions, and whether or not the transaction was approved by the Board.

The minutes shall be documented contemporaneously to the discussion and decision regarding the conflict of interest.

Article 5 **Disclosures**

Prior to the initial election or appointment of a Trustee to the Board, and thereafter on an annual basis, all Trustees, in addition to all Officers and employees, shall disclose in writing to the Secretary of the Board :

- (i) Any entity of which the Trustee, Officer or employee is an officer, director, trustee, member, owner (except as a shareholder of a public corporation which does not do business with the Schools) or employee;
- (ii) Any entity of which a Relative of the Trustee, Officer or employee is an officer, director, trustee, member, owner or employee and with which the Schools has a relationship;
- (iii) Any Financial Interest the Trustee, Officer or employee may have in any corporation, organization, partnership or other entity which provides professional or other goods or services to the Schools for a fee or other compensation; and
- (iv) Any position or other material relationship such Trustee, Officer or employee may have with any not-for-profit corporation or any position or other material relationship held by a Relative of such Trustee Officer or employee, with which the Schools has a business relationship.

Each Trustee, Officer and employee shall also annually sign and submit to the Board Secretary a statement which affirms such person: (a) has received a copy of this Policy, (b) has read and understands the Policy, and (c) has agreed to comply with the Policy.

Article 6

Miscellaneous

Section 1. Any contract willfully entered into by or with the Schools which is prohibited by this Conflict of Interest Policy shall be null, void and wholly unenforceable.

Section 2. In no instance shall a trustee, officer or employee of a for-profit educational management organization having a business relationship with the Schools serve as a voting member of the Board for the duration of such business relationship.

Section 3. Trustees, officers, or employees of any single external organization shall hold no more than 40% of the total seats comprising the Board.

Section 4. Trustees, Officers and employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, such Trustee, Officer or employee shall disclose in writing all known facts prior to participating in a Board discussion of these matters and the Trustee, Officer, or employee's interest in the matter will be reflected in the Board minutes.

Section 5. Trustees, Officers and employees shall make all appropriate disclosures whenever a grievance of conflict of interest is lodged against them.

Section 6. In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate this Conflict of Interest Policy may be fined, suspended or removed from office or employment in the manner provided by law.

Section 7. No Trustee, Officer or employee shall 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 personal interests.

Section 8. Trustees, Officers and employees may never ask a subordinate, a student or a parent of a student to work on or give to any political campaign.

Article 7 Definitions

Capitalized terms used herein shall have the meanings ascribed to such terms below:

- (i) **Affiliate.** An affiliate of the Schools is a person or entity that is directly or indirectly through one or more intermediaries, controlled by, in control of, or under common control with the Schools.
- (ii) **Financial Interest.** A person has a Financial Interest if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement, including direct or indirect remuneration as well as gifts or favors that are not insubstantial or other arrangements involving the Schools.
- (iii) **Independent Trustee.** A member of the Board who:
 - a. Has not been an employee of the Schools or an Affiliate of the Schools within the last three (3) years;
 - b. Does not have a Relative who has been a Key Employee of the Schools or an Affiliate of the School within the last three (3) years;
 - c. Has not received more than \$10,000 in compensation directly from the Schools or an Affiliate of the Schools in any of the last three (3) years (not including reasonable compensation or reimbursement for services as a Trustee, as set by the Schools);
 - d. Does not have a Relative who has received more than \$10,000 in compensation directly from the Schools or an Affiliate of the Schools in any of the last three (3) years (not including reasonable compensation or reimbursement for services as a Trustee, as set by the Schools);
 - e. Does not have a substantial Financial Interest in and has not been an employee of any entity that has made payments to or received payments from, the Schools or an Affiliate of the School in excess of the lesser of: (a) \$25,000 or (b) 2% of the Schools' consolidated gross revenue over the last three years (payment does not include charitable contributions);
 - f. Does not have a Relative who has a substantial Financial Interest or who has been an employee of any entity that has made payments to or received payments from, the Schools or an Affiliate of the Schools in excess of the lesser of: (a) \$25,000 or (b) 2% of the Schools' consolidated gross revenue over the last three years (payment does not include charitable contributions);
 - g. Is not in an employment relationship or under control or direction of any Related Party and does not receive payments subject to approval of a Related Party;

- h. Does not have a Relative who is in an employment relationship or under control or direction of any Related Party and receives payments subject to approval of a Related Party;
- (iv) **Key Employee**. A person employed by the Schools who is in a position to exercise substantial influence over the affairs of the Schools.
- (v) **Officer**. A person who has the authority to bind the Schools as designated in the By-Laws of the Education Corporation.
- (vi) **Related Party**. Persons who may be considered a Related Party of the Schools or an Affiliate of the Schools under this Policy include:
 - a. Trustees, Officers, or Key Employees of the Schools or an Affiliate of the Schools;
 - b. Relatives of Trustees, Officers, or Key Employees;
 - c. Any entity in which a person in (i) or (ii) has a 35% or greater ownership or beneficial interest or, in the case of a partnership or professional corporation, a direct or indirect ownership interest in excess of 5%;
 - d. Founders of the Schools; and
 - e. Any non-stock entity controlled by one or more Key Employees.
- (vii) **Related Party Transaction**. Any transaction, agreement or any other arrangement with the School or an Affiliate of the Schools in which a Related Party has a Financial Interest.
- (viii) **Relative**. A spouse, ancestors, brothers and sisters (whether whole or half-blood), children (whether natural or adopted), grandchildren, great-grandchildren, and spouses of brothers, sisters, children, grandchildren, and great-grandchildren; or a domestic partner as defined in section 2994-A of the New York Public Health Law.
- (ix) **Trustee**. Any voting or non-voting member of the Board.

13. Governance

(f) Complaint Policy

Any individual or group of individuals (hereinafter the “Complainant”) may bring a complaint regarding Our World Neighborhood Charter School or Our World Neighborhood Charter School 2 (each, a “School”) to the Our World Neighborhood Charter School Education Corporation (the “Corporation”) Board of Trustees (“BOT”) alleging a violation of any law, including the Charter Schools Act, or a School’s Charter (a “Violation”) (such a complaint is hereinafter referred to as a “Formal Complaint”)

The BOT will adopt in substantially similar form the following policies and procedures related to Formal Complaints:

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL COMPLAINT POLICY AND PROCEDURE

A Formal Complaint involves an alleged violation of any law, a School’s Charter or written policy or procedure. Examples of formal complaints are:

- ◆ Improper discipline of a special education student (violates IDEA)
- ◆ Billing the wrong district for a student (violation of Charter Schools Act)
- ◆ Child abuse in the school (violation of New York State law)

Procedures for filing a Formal Complaint

All Formal Complaints from a Complainant **must** be submitted in writing. If the Complainant wishes, the Complainant may pick up a complaint form in a School’s main office. The complaint should include:

- The nature of the violation
- The facts on which the statement is based
- The signature and contact information of the person filing the complaint
- If alleging violations with respect to a specific child, include:
 - ° The name and address of the residence of the child
 - ° A description of the nature of the problem of the child (the concerns that led the complainant to file the complaint), including the facts relating to the problem
 - ° A proposed resolution of the problem to the extent known and available at the time the person is filing the complaint

The complaint must be submitted to a School’s administrative assistant who will date-stamp it and place in the mailbox of the Corporation BOT.

What to expect once a Formal Complaint has been filed

1. All Formal Complaints will be reviewed by the Corporation BOT through the Corporation’s Executive Committee (or its designee) at the next public BOT meeting following the date of receipt of the Formal Complaint as long as the Formal Complaint is filed with a minimum of five (5) business days for the Corporation BOT to review it. Otherwise, the Corporation BOT will review the Formal Complaint at its next Board meeting.
2. The Corporation BOT must respond to the Formal Complaint in writing within ten (10) business days after the Board meeting.

Upon resolution of a Formal Complaint, the Corporation BOT will provide the Complainant with

1. A written determination and any remedial action to be taken and the reasons for such determinations

2. A written notice informing the Complainant of the Complainant's right to appeal the determination to SUNY's Charter Schools Institute ("CSI") if the Formal Complaint involves a Violation
3. A copy of the SUNY's grievance policies (as they are posted CSI's website at <http://www.newyorkcharters.org/parentResources.htm#questions> (the "CSI Website").

The Formal Complaint Appeal Process

If a Formal Complaint alleges violations of applicable New York State and/or Federal law, or a School's Charter, the Corporation BOT's response will be provided to the individual or group that presented the Formal Complaint, along with a copy of CSI's current appeals process as published on the CSI Website

In accordance with Education Law §2855(4), if after presentation of such a Formal Complaint to the Corporation BOT, the individual or group determines that the Corporation BOT has not adequately addressed the Formal Complaint, that individual or group may present the Formal Complaint to CSI, which shall investigate and respond.

If, after presentation of the Formal Complaint to CSI, the individual or group determines that it has not adequately addressed the Formal Complaint, they may present the Formal Complaint to the Board of Regents through the State Education Department, which shall investigate and respond. The SUNY Board of Trustees and the Board of Regents shall have the power and the duty to issue appropriate remedial orders to the Corporation BOT under their jurisdiction to effectuate the provisions applicable under Education Law.

The Corporation also has policies and procedures relating to the handling of complaints that do not rise to the level of those delineating in Education Law §2855(4), hereinafter described as "Informal Complaints." the Corporation's policies and procedures related to the handling of Informal Complaints are described below. The existence of these policies, however, does not prevent a Complainant from immediately pursuing the policy and procedures for Formal Complaints.

INFORMAL COMPLAINT POLICY AND PROCEDURE

It will be the desire of a School to work closely with parents and students to resolve issues that are problematic for either party in a manner that is respectful and thoughtful and beneficial for both parties. It will be the hope of a School that issues that would fall in the category of 'Informal Complaints' be resolved quickly at the School level and are not handled by Corporation's BOT, unless the Informal Complaint involves a School's principal.

Procedures for filing an Informal Complaint

- Informal Complaints on behalf of a child should be made as quickly as possible to the teacher. The Informal Complainant may submit the Informal Complaint in writing, orally, or via email to the teacher or person involved. A School directory will have a complete list of all email addresses.
- If the teacher does not resolve the issue to the Complainant's satisfaction, the Complainant may take the Informal Complaint to the Principal.
- If the Information Complaint is about the Principal, the Complainant should file the Informal Complaint in writing to the President of the Corporation's BOT.

What to expect once an Informal Complaint has been filed

The Complainant should expect a response within a reasonable amount of time. If the Complainant does not get a response in a reasonable amount of time, the Complainant may proceed to take the Informal Complaint to the next level in the chain of command. If no action is taken at all, the Complainant may proceed directly to the Corporation's BOTs, under what would be a violation of this policy, which is part of the School's Charter.

Upon resolution of your Informal Complaint, The School will provide you with

The Complainant will be provided with a response that includes the reason for the action taken, if any. Responses to Informal Complaints may take the form of oral or written communication. To the extent possible, the School will keep a written record of Informal Complaints.

The Informal Complaint Appeal Process

If a Complainant is not satisfied with the resolution or action ultimately taken by the Principal, a teacher, staff member or administrator, he or she may appeal to the Corporation's BOT.

SUNY Charter Schools Institute does not handle appeals of informal complaints.

CONFLICTS BETWEEN THE TWO CHARTER SCHOOLS GOVERNED BY THE CORPORATION

There exists the possibility that a conflict may arise between the two charters schools governed by the Corporation BOT. In such cases, the Corporation BOT's Oversight Committee for each School will attempt to resolve the conflict at the Committee level. Should the resolution arrived at by the Oversight Committees not be satisfactory to either one or both of the two charter schools, the conflict will be addressed at the Corporation BOT level.

14. District and School Relations

Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.

Upon confirmation from SUNY CSI that upon its review of the OWN Charter School 2 Letter of Intent it invited us to submit a full application, the Founding Group Member, Mark Crusante, reached out to the Superintendent of Community Education Council (CEC) 27, Mary Barton, to begin what we hope is a constructive dialogue and relationship. The following e-mail was sent to Superintendent Barton and included the complete LOI that was submitted to SUNY CSI.

Our World Neighborhood Charter School Mail - OWN Charter ...

<https://mail.google.com/mail/u/0/?ui=2&ik=5f9d700946d8view...>



Mark Crusante <mcrusante@owncs.org>

OWN Charter School 2
1 message

Mark Crusante
To: [REDACTED]
Cc: Brian Ferguson [REDACTED]
Fri, Mar 11, 2016 at 5:09 PM

March 11, 2016

Community Education Council 27
Attention: Mary Barton, Superintendent
82-01 Rockaway Boulevard
Orangetown, NY 11416

Dear Ms. Barton:

Greetings! I am writing to inform you that the Our World Neighborhood Charter School (OWNCS) is planning to create a second OWNCS in Community School District (CSD) 27. I am a member of the Applicant group that will be submitting a charter application to the SUNY Charter School Institute this March for Our World Neighborhood Charter School 2 (OWNCS 2), a proposed K-5 charter school that will ultimately grow to K-8.

OWNCS opened in 2002 and is a high performing K-8 charter school in CSD 30 in Astoria. The school has received three unconditional renewals of its charter by its authorizer, the State University of New York. We offer a student-centered, diverse, academically rigorous academic program with a focus on the whole child. We are attuned to our students' social and emotional development as well as their academic success. Students who have graduated from OWNCS have gone off to high performing public and private high schools. We look to bring our model to CSD 27 so that children in the community can have access to our supportive school environment.

We have recently been approved and invited to submit a full application to the State University of New York Charter Schools Institute. I am enclosing the Letter of Intent for your review and would ask that you provide any guidance or comments you may have with regards to establishing our second charter.

I, along with my Executive Director are making ourselves personally available to speak with you and the Community Education Council. We would like to schedule a meeting with you sometime over the next month to discuss the establishment of OWNCS 2. Please feel free to call me at [718-392-3405](tel:718-392-3405) extension 8206 or via e-mail at MCrusante@owncs.org should you have any questions.

Again, thank you for your consideration.

Sincerely,

Mark Crusante

Member, OWNCS 2 Application Group

[REDACTED]

Astoria, NY 11106

[718-392-3405](tel:718-392-3405) [REDACTED]



OWN Charter School 2 Letter of Intent 2.29.16 FINAL.pdf
7881K

In addition, on the same day this email was sent Mr. Crusante also phoned the CEC 27 office and left a detailed phone message for Superintendent Barton requesting a meeting and also sent her a cover letter covering the same information above and included a hard copy of the complete LOI via FedEx.

Mr. Crusante followed up with Superintendent Barton by phone on Wednesday, March 23, 2016 leaving another voicemail message for her at the CEC 27 office main number. To date, we have not yet heard back from her. However, we will continue to reach out to her as we had hoped to get her input on our proposal in time for our application submission. We are eager to making a full presentation to the CEC if invited after our application is submitted.

Provide a description of low-performing schools in the area where the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.

Please refer to **R01ac-Community Need and impact** for a comprehensive response to this question.

The discussion contained in **R01ac-Community Need and Impact**, specifically in **(b) Programmatic Impact** of that response, provides detail into the public charter schools located within the inland neighborhoods of CSD 27 and our desire to establish a collaborative relationship with not only the existing public schools but the nonpublic schools in the community as well. That response discusses the methods by which we hope to establish this relationship and our belief that as the new school on the block, should we be authorized, we can learn from these schools who have been in the community for many years as much as we hope we can share the best practices that have been developed at OWN Charter School over the 16 years since that school opened its doors with them.

15. Student Demand, Community Support, Recruitment, and Retention

(a) General Student Population

Provide a narrative description of student demand. Explain how it will enable the school to meet its proposed enrollment.

In its first year, OWN Charter School will serve 81 First graders and 72 Kindergartners. We believe that student demand exists in CSD 27 for us to meet our proposed enrollment. Our assertion is based on the following evidence:

Petitions

We circulated petitions in the community, including an online survey. The following chart shows the breakdown of signers' children's eligibility to enroll in our school.

# of students who will enter Kindergarten during the 2017-2018 School Year (Born 2012)	# of students who will enter First grade during 2017-2018 School Year (Born 2011)	# of students who will eventually qualify to enter OWNCS 2 after the 2017-2018 School Year (Born 2013 and after)	# of students who will not qualify to enter OWNCS 2
15	13	21	76

A total of 125 CSD 27 residents signed the petition in favor of OWN Charter School 2 coming to their district. Of the signers, 49 or 40% of the respondents had children who would be age eligible to attend OWN Charter School 2 in 2017-18, the first year of operations or whose children would eventually be age-eligible to attend the school after it opened as the above chart delineates.

CSD 27 Applicants to OWN Charter School

As mentioned previously in this charter application, the only elementary/middle charter schools are located on the peninsular region of the district. If OWN Charter School 2 is authorized, it will be the first and only elementary/middle charter school to date to be sited within the inland communities of CSD 27. Because of this, there is no charter school waitlist data that would provide evidence of student demand in the community we wish to serve. However, OWN Charter School in CSD 30 has provided us with other compelling data—that of CSD 27 families who have applied to OWN Charter School this year, despite being out of district and unlikely to secure a seat in the school. As of Friday, March 25, OWN Charter School had received a total of 71 applications from families in CSD 27. The following table breaks down the number of applicants by grade who have entered the lottery for 2016-17.

Grade in 2016-17	K	1	2	3	4	5	6	7	8
# of Applicants	25	7	2	1	12	6	13	3	2

Despite virtually no chance to gain a seat in OWN Charter School, CSD 27 families are seeking an opportunity at OWN Charter School for their children.

Community Factors

Response 01ac-Community Need and Impact and **Response 02ac-Addressing the Need** offers compelling evidence as to why student demand in the inland CSD 27 communities will be sufficient to meet our targeted enrollment. Among the factors presented were the following:

- The dearth of charter schools in CSD 27 that suggests to us that there is an opportunity for high-performing charter schools to bring choice to families of elementary age children. Unlike CSD 30 where OWN Charter School operates and where there is a saturation of charter schools, CSD 27 currently has only three charter schools, all of which are located on the peninsular region of the district. There are no K-5 charter schools inland where Our World Neighborhood Charter School Education Corporation seeks to site OWN Charter School 2. (2016-17 will bring a charter high school to the inland, but still no K-5/K-8 charter school)
- The utilization rates of many of the K-5 and K-8 schools of inland CSD 27 point to overcrowding in these schools. According to the *2014-15 Enrollment, Capacity and Utilization Report by City Council District-Queens*¹ prepared by the New York City Department of Education and the New York City Schools Construction Authority, 13 of the 16 inland CSD 27 K-5 and K-8 schools in City Council District 32 (this city council district represents a large swath of inland CSD 27) are above capacity, with some like PS 66 at 256% of capacity. On average, these 13 schools are operating at 140% of capacity. This is evidence of the need to create more elementary school seats in the community to alleviate overcrowding in the existing public schools.
- The student assessment data for CSD 27 demonstrates to us a need for high quality elementary school options. An analysis of 2014-2015 NYS ELA and Math assessment data for Grades 3-5 shows that OWN Charter School students outperformed their peers in CSD 27.
- Almost one-third of the 16 K-5 and K-8 (some with pre-K) public schools have student bodies *greater* than 1,000 students. On average there are 815 students in pre-K/K-5 schools in inland CSD 27. This is compared to OWN Charter School 2's maximum planned enrollment of 477 in K-5. Our intimate and personal school community will positively impact student achievement as is supported by an extensive body of research.
- Not only is school size large, but common branch class size is also large. According to the 2014-15 School Report Cards for all 25 pre-K/K-5/8 schools in the inland, over 1/4 of these schools had common branch class size at 29-31 students.

Encouragement from Elected Officials

One of our biggest champions in replicating the OWN Charter School model in CSD 27 is State Senator Joseph P. Addabbo, Jr. who has provided us a support letter and who encouraged us to consider his district to site a charter school based on OWN Charter School that he had a chance to visit and learn about. In addition, we have also been encouraged by Councilmember Eric Ulrich whose council district represents a large swath of CSD 27. His chief of staff was very encouraging and expressed a sincere desire to be kept abreast of the progress of our application as it makes it was through the review process. Our organizing counsel, Mike Tobman, had a phone conversation with Assemblyman Philip Goldfeder whose Assembly District covers parts of CSD 27 and he also expressed his support of our efforts and his desire to be kept abreast of the developments of our application. The conversation has been memorialized in a follow up e-mail which is included in **Response 03h-Outreach Evidence**.

Support from CBOs

We have also been encouraged by the support we have received from CBOs, which work in collaboration with schools across Queens, including CSD 27. These CBOs also are involved at OWN Charter School and are well aware of the learning environment we have created for our students. They

¹ <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/BB14-15TargetQ.pdf>

feel strongly that our model is a needed one in CSD 27. Letters from SAYA!, New York Junior Tennis and Learning and Reading for Smiles are included in **Response 15c-Evidence of Student Demand**. These organizations have indicated that if OWN Charter School 2 is authorized, they look forward to partnering with us in programming with our students. Reading for Smiles also indicated a willingness to work together in canvassing the neighborhoods to bring awareness of our school (and their program) to families in the community.

Traffic on our Facebook Page

Finally, the traffic on our Facebook page from people in the vicinity of CSD 27 indicates interest in following our work. Data from our Facebook page to date shows that 91,091 people have viewed our Facebook page in the vicinity of CSD 27 and we have 881 Likes averaging about 60 Likes a week. Further, no one has posted any negative comments about our plans to come to CSD 27. If even 0.2% of the almost 100,000 people who viewed our Facebook page are parents with age eligible children who may likely apply to OWN Charter School 2 should we be approved, we would have more than met our proposed enrollment for the first school year.

Survey Responses

As discussed in **Response 03ae-Proposal History**, specifically **Response 03d-Community Outreach**, stakeholders who completed our survey endorsed the key design elements of our school. Furthermore, of the 51% of the respondents to our survey were parents of children who would be age-eligible to attend OWN Charter School 2 once it opened—18 would be either entering Grade K or 1 in 2017-18 while another 7 would be eligible for Kindergarten in 2018-19.

(b) Target Population Enrollment

Please Note: Presenting a plan to recruit and retain target populations is a minimum statutory requirement. For further information, refer to the Guidance Handbook.

Explain how the proposed school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students. The response should:

- Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator found here:
www.newyorkcharters.org/operate/existing-schools/enrollment-retention/.
- Articulate the recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language).
- Describe any at-risk admissions factors, set-asides, or "preferences" the school would offer to increase the likelihood of enrolling targeted students.
Note that including preferences beyond one extra weight (ticket) in the lottery may make the proposed school ineligible to receive federal Charter School Program ("CSP") grant funding. See Appendix A and the *Guidance Handbook* for further information.
- Provide a brief explanation of the efforts, resources, structures or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup.

Using the CSI Calculator available on the www.newyorkcharters.org website, we have calculated the enrollment targets to which we will be held accountable by the end of the first charter term. The calculator results for enrollment of FRL, ELL and SWD are 84.2%, 10.1% and 15.6%, respectively, as illustrated by the snapshot of the results below:

1. Select a district of location
2. Enter authorized enrollment at next renewal
3. Select authorized grade levels at next renewal and click the Submit button below

Submit to Find Targets

4. Find Enrollment Targets:
Your enrollment targets for each subgroup will appear in the boxes to the right under "Find Your Targets."

	Comparable District Percentages by Grade Level	School Enrollment Target (Shows Target % of Students in Grade Span)
Economically Disadvantaged	84.2%	408.8
English Language Learners	10.1%	48.3
Students with Disabilities	15.6%	74.9

We will undertake a comprehensive recruitment strategy targeting these specific student groups to ensure that we enroll FRL, ELL and SWD in numbers each year that will allow us to make adequate progress towards our enrollment goals by the fifth year of our charter.

We recognize that many parents and family members of prospective students, especially those from poverty or immigrant backgrounds, may have limited experience with the educational process and limited access to information about educational options for their children. Parents who might have low levels of educational attainment and/or little understanding of what happens in their children's schools are less likely than others to be involved in their children's education² and, by extension, to make knowledgeable decisions regarding educational options—including selection of charter schools—for their children. This may be even truer in the inland CSD 27 neighborhoods which currently have no K-5 charter schools, thus familiarity with what charter schools are may be even more lacking among parents in these communities than in others which have many charter schools. We are sensitive to the needs of these families who may need additional support to make educational decisions for their children. Thus, OWN Charter School 2 will leverage its relationships and activities with elected officials and community leaders to reach a broad and diverse group of parents and, as part of its awareness-building initiatives, will connect with parents and inform them about the critical importance of being engaged and proactive in decision-making about their children's educational experiences.

OWN Charter School 2 will engage in multiple strategies to recruit student applicants. OWN Charter School 2 will implement these measures with special consideration for parents of children with special

² Delgado-Gaitan, C. (1990). Literacy for empowerment: The role of parents in children's education. New York: The Falmer Press

needs and ELLs as well as poverty-level families in order to ensure that it will attract a comparable enrollment of these students as CSD 27 and against our enrollment targets.

Generally, the outreach plan includes:

- (1) Posting flyers and placing notices in local newspapers, supermarkets, communities of faith, community centers and apartment complexes, including large public housing developments;
- (2) Conducting open houses at appropriate locations throughout the community, including after-school programs, youth centers and community-based organizations serving economically disadvantaged and/or immigrant youth and families in CSD 27;
- (3) Creating press releases and engaging in outreach to relevant media outlets including, minority and foreign language media;
- (4) Identifying preschools that serve children with special needs;
- (5) Targeting mailings of application materials to zip codes where a predominance of low income and immigrant families reside; and
- (6) Canvassing neighborhoods in CSD 27, particularly in areas where there are NYCHA housing or other subsidized housing, to further reach economically disadvantaged families.
- (7) Utilizing Social Media such as Facebook targeting residents of CSD 27

All of these efforts will be conducted in English and Spanish as well as any other dominant languages in the community as we are able. OWN Charter School 2 will have capacity to undertake an extensive student outreach plan to ensure that a broad range of families in CSD 27 are informed each year about the charter school and apply to enroll their age-eligible children, particularly given the support its operations manager and Principal will have at the central office level in the Director of External Affairs. OWN Charter School 2 will build on existing relationships that it has forged during the charter application process and will continue to forge post-submission, especially with elected officials who can help us reach out to targeted members of their constituency.

The outreach plan will be comprised of an intensive, targeted and ongoing community information strategy, conducted by central office staff and OWN Charter School 2 school staff when hired to: a) build widespread community awareness about the OWN Charter School 2; b) demonstrate to parents in the community the importance of education and the critical role of parental involvement in the academic achievement and outcomes of children; and c) inform parents about the OWN Charter School 2's curriculum and academic model, especially related to the resources devoted to supporting ELLs in acquisition of and proficiency in the English language, the instructional staff and settings that will be available to SWD and the academic intervention programs we will offer for struggling students. In addition, we will emphasize our Pillars curriculum that demonstrates the inclusive and welcoming community we wish to create and the value we place in creating a diverse school community. OWN Charter School 2 will hold numerous events throughout each year to inform parents and community residents about the School, its academic program and the admissions process. These events will be held at OWN Charter School 2's facility and at other sites throughout CSD 27, such as community-based organizations, community centers, day care programs, Head Starts, houses of worship, among other places, to ensure that the widest possible audience of parents is reached.

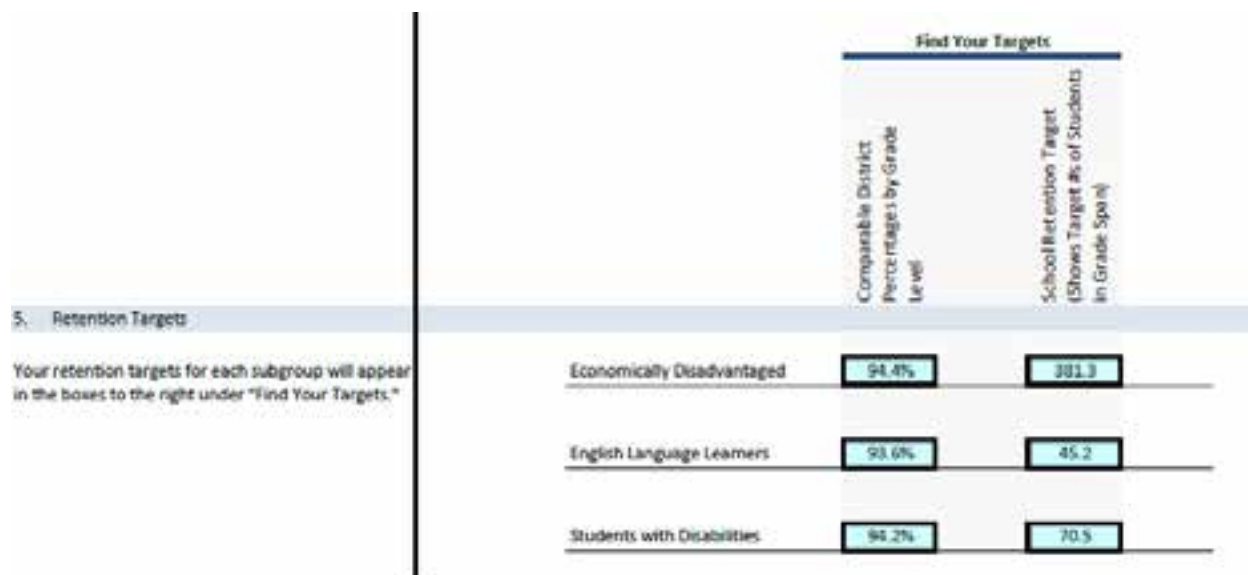
We will implement a media campaign, including the use social media. Our website will convey information about the School, its curriculum and its events and activities. The outreach activities and materials will stress the following: a) OWN Charter School 2's commitment to educational excellence, strong academic focus, rigorous curriculum and instructional staff; b) the School's commitment to

celebrating the diversity of the school and community; c) the extended day and extended year program; d) our comprehensive academic intervention program for ELLs, SWD and struggling students; e) the resources devoted to the school's special education program and the specific services offered to this population; f) the engagement of parents in the school community; and g) the use of data-driven decision-making, innovative instructional practices and comprehensive academic support to help all students achieve.

OWN Charter School 2 will also engage in specific outreach to families with children who are identified as special education and/or ELL students by: (1) reaching out to community-based organizations that serve populations whose language and ethnic diversity reflect the communities the School will serve, (2) translating documents and materials into other languages spoken in the communities that the School will serve and providing, when necessary and where practical, translators for families who do not speak English during in-person events/meetings for prospective families, (3) leveraging the relationships we have forged with elected officials to help us gain access to various language minority communities as well as community organizations and agencies that provide services to immigrant families and families of children with disabilities, and (4) advertising in local community newspapers with descriptions of how the OWN Charter School 2 is a special education-friendly and ELL- friendly school environment.

We are confident through this comprehensive student outreach strategy that we will recruit and ultimately enroll through the lottery process SWD, FRL and ELLs in numbers that allow us to meet our ultimate enrollment targets.

The CSI calculator indicates that by the end of our first charter term we should have achieved retention targets of 94.4%, 83.6% and 94.2% for FRL, ELL and SWD, respectively, as illustrated by the snapshot of the calculator below:



Parents of all students, including SWD, FRL and ELLs, are less likely to withdraw their children from a school if they know their children are thriving, if they know their children's needs are being met, if they know their children are happy at school and feel safe and secure and if they as parents feel they are welcomed as an important and valuable member of the school community. For these reasons, we are confident that once we have successfully enrolled students in these populations, we will be able to

retain them in numbers that make steady progress towards our ultimate retention target in our fifth year. Our commitment to parental support and engagement in OWN Charter School 2's academic, governance and school life will help us retain at-risk students. We will ensure all parents, particularly of these at-risk students, feel welcomed as an integral part of the community. We will be sensitive to the needs of parents (for instance who may have work or have childcare constraints due to their socioeconomic circumstances) by offering a flexible schedule for parents to attend parent teacher conferences, PA meetings and other events that are necessary to support their child's education and engage them in the school community. We will also ensure these meetings and events are accessible to non-English speaking parents through translators.

At-risk students will thrive in our highly responsive school model that promotes individualized student instruction. Our data-driven instructional model and range of support and intervention strategies and staff ensures that all children's needs are met. We will have a comprehensive academic intervention program designed to support SWD, ELLs and struggling students' achieving CCSS. OWN Charter School 2 will have a strong Response to Intervention process to identify struggling students through data and classroom observations and establish collaborative, evidence-based interventions supported by special education staff, ELL and reading specialists, and social workers. For SWD, OWN Charter School 2 intends to provide the following services that may be required by a student's IEP: resource room, Special Education Teacher Support Services and potentially Integrated Collaborative Teaching classrooms within a particular grade, 1st through 5th, and will also contract with outside providers for related services not provided by OWN Charter School 2 staff. For ELLs, OWN Charter School 2 will have one ELL Teacher in each grade span, K-2 and 3-5, who will work with classroom teachers in incorporating specific strategies like sheltered instruction in their classrooms to support ELLs (and former ELLs) in reading and math skills and in acquiring content knowledge. The ELL Specialist will also provide direct instructional support to ELLs. Struggling students may fall into a number of categories, including ELLs and SWD and will receive services accordingly. OWN Charter School 2 will have one reading specialist for each grade span, K-2 and 3-5, who, in addition to working directly with struggling students, will support classroom teachers in incorporating research-based interventions to support struggling students in their own classroom teaching.

The school leadership will report on enrollment and retention data for these special populations on an annual basis. We will use the CSI calculator to monitor progress towards our ultimate enrollment and retention targets. Should the variance towards any target be of concern, we will identify what reasons exist for falling short of enrollment or retention targets and what modifications must be made for instance in our outreach and marketing or parental engagement to improve our results. It should be noted that the Progress Monitoring Process, discussed previously in **Response 08ad-Instructional Leadership**, that the school is engaged in during the school year will assess academic performance of disaggregated groups and will inform potential modifications that must be made to our intervention program in order to address on a real time basis any identified shortcomings that may negatively impact student retention.

Finally, given OWN Charter School 2 is a replication of OWN Charter School and will be supported by central staff members who have transitioned from leadership positions at OWN Charter School to their new roles overseeing and supporting both schools, it would be informative to see how OWN Charter School has fared against its own enrollment and retention goal. Using 2014-15 enrollment and retention data and the CSI calculator to check how it is faring against its targets (OWN Charter School's current five year charter term ends in 2017), we are just short of our enrollment targets for SWD and FRL by a variance of -5.6% and -8.8%, respectively. For ELLs, the variance is higher at -14.4%. In terms

of retention, using the data from the Statistical Overview Table contained in **Response 04-Enrollment**, our retention of SWD, ELLs and FRL from 2013-14 to 2014-15 was 91.3%, 91.3% and 95.3%, respectively compared with our targets of 93.6%, 93.8% and 94.1% for the respective groups. Thus, it is clear that once at the school, these special populations of students remain for the reasons we have stated above and are very close to the retention targets (and with FRL exceeding the target). We believe the strategies we have outlined for marketing to and recruitment of these special populations for OWN Charter School 2 will be successful and may be strategies that OWN Charter School may implement with respect to CSD 30 in order to increase its enrollment of these special populations.

(d) Community Support

Describe support for the proposal from community stakeholders or others including an analysis of both the depth of support and opposition to the school.

To date, we have not faced any opposition to our plans to bring OWN Charter School 2 to CSD 27. Our community meetings have drawn no detractors and neither our Facebook page nor Twitter account has been targeted with negative posts. In fact, all the posts on our Facebook page have been very positive. None of the elected officials we have reached out to have expressed any reservations or opposition to our coming to the community. In fact, elected officials with whom we have communicated (including those who communicated with our community organizing counsel, Mike Tobman) have been open to meeting with us to learn more about our plans or have been asked to be kept abreast of the progress of application as it goes through the vetting process. A number have encouraged us to reach out for any help as we move further in the process. (See **Response 03c-Community Outreach** and **Response 03h-Outreach Evidence**).

Our outreach to David Frank, Director of Charter Policy and Analytics in the Office of School Design and Charter Partnerships to discuss co-location within the inland neighborhoods of CSD 27 was also receptively met. (See the email correspondence included in **Response 16ac-Facilities**).

We have been met with silence by the CEC 27 chairwoman who has not yet responded to our outreach. This may in fact be a sign of opposition to our plans. At this stage, however, it is not vocal opposition on the part of the CEC. We expect to get more clarity on their position in the coming weeks (see **Response 14-District Relations**).

In addition to the elected officials who represent communities within CSD 27 mentioned in part (a) of this response, another supporter who has shared the OWN Model with her colleagues in the NY State Assembly is Assemblywoman Aravella Simotas. Assemblywoman Simotas, who represents communities within CSD 30, has provided SUNY CSI with a letter of support of our proposal to replicate OWN Charter School in CSD 27. We have met or will be meeting shortly with other elected officials who represent the district as well as the greater Queens borough. Her letter and State Senator Addabbo's support letter are included in **Response 15e-Evidence of Community Support**. Additional evidence of community support is contained in **Response 03h-Outreach Evidence**.

Overall, based on the reception we have received thus far and the fact that there has been no vocal opposition to our plans, we believe that we have the will of the community to bring our model to CSD 27. That being said, post-submission of our application, we will continue with our community outreach. We feel that there is still much more we can and should do to promote ourselves and seek input from the community. Had we had more time and more manpower we could have collected many more signatures of parents with age eligible children than we have as we do not believe the number of signatures we collected to date is representative of the enthusiasm that our school will receive if

approved. Further, if we had more manpower we could have conducted more of our planned follow up on community leads. This is why we do not consider our work done on this front and will continue to engage stakeholders in the community.

Please also see relevant discussion in **Response 15a-General Student Population** and **Response 03c-Community Outreach**.



Community Petition
District 27

Our World Neighborhood Charter School is applying to State University of New York Charter Schools Institute to open a free public charter school in District 27 that will serve students in Kindergarten through fifth grade in the first charter term and eventually grow to K-8. OWN 2 will look to open beginning with the 2017-2018 school year. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 27. For more information, please visit www.owncs.org or www.owncs2.org.

YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip	Years(s) of children's birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
Vanessa Sanchez			yes	yes
Jason Sutherland			yes	yes
Chanel Mendez			yes	yes



Community Petition District 27

Our World Neighborhood Charter School is applying to State University of New York Charter Schools Institute to open a free public charter school in District 27 that will serve students in Kindergarten through fifth grade in the first charter term and eventually grow to K-8. OWN 2 will look to open beginning with the 2017-2018 school year. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 27. For more information, please visit www.owncs.org or www.owncs2.org.

YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of child(ren)'s birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
MARIA C DELESA			Y	Y
ANDREA ADAM			Y	Y
Nancy Jimenez			Y	Y
Kenke Tello			Y	Y
Johanna Bayle				



Community Petition District 27

Our World Neighborhood Charter School is applying to State University of New York Charter Schools Institute to open a free public charter school in District 27 that will serve students in Kindergarten through fifth grade in the first charter term and eventually grow to K-8. OWN 2 will look to open beginning with the 2017-2018 school year. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 27. For more information, please visit www.owncs.org or www.owncs2.org.

YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of child(ren)'s birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
Elsy Targuier			Yes -	Yes -
Maria Gutierrez			Y	Y
Keneela B			Y	Y
Ludwin B			Y	Y
Fernando Vasquez			Y.	Y.



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of child(ren)'s birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
Lola Nasrulla			Yes	Yes
Victor			Yes	Yes
JULIELO Ram			Y	Y
Tamara Vargas			yes	
Melanie Torres			yes	yes



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of child(ren)'s birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
Rosalba Telles			✓	
Elvira Trujillo			✓	✓
Maryjane Zuniga			✓	✓
Edwin Rodriguez			✓	✓
Hector Lopez			✓	✓



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of child(ren)'s birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
Virginia DeJesus			yes	yes
Wil Perez			yes	yes
Anna Jorge			yes	yes
Ebp Blanco			yes	yes
Alfonso			yes	yes



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of child(ren)'s birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
Natalia Gonzalez			Yes	Yes
Carlos Ortiz				
Kate Santos			Yes	Yes
Heidy Ruiz			Yes	Yes
M. Garcia				



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of child(ren)'s birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
Melbis Sotillo	[REDACTED]		Yes	✓



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of child(ren)'s birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
Eugenia Topalik			Yes	Yes
Manuel Ramirez			Yes	Yes
Joanna Hodge			Yes	Yes
Jimmy Ramos				
Vibha Datta			Yes	Yes



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of child(ren)'s birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
Cynthia Cello			Yes	Yes
Anacelly Rios			Yes	Yes
Alejandra Ranales			Yes	Yes
Ida Bonito			Yes	Yes
Nancy Chavez			Yes	Yes



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of child(ren)'s birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
Gresill Alekso			Y	Y
Agnieszka Kasprys			Y	Y
Cristina Rami			Y	Y
Joyce Huang			Y	Y
Elisa Torres			Y	Y



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of child(ren)'s birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
Madelin Urcia				
Elliot Garcia				
Ruth Villacis				
Maria Mejia				



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of children's birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
Cindy Gonzalez			yes	✓
Lidia Almeida			~~no~~ No	✓
MERVINE DUHANEY			YES	✓
Michael Blissett			yes	✓
Josely Christie			no	✓



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of children's birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
Gregorio T. Fuller			Yes	Yes
Maribel Rumbos			Yes	Yes
Joanna Rodas			Yes	Yes
Jimmy Rumbos				
Walter J. Torres			Yes	Yes



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of child(ren)'s birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
Cinthia Bello	[REDACTED]		Yes	Yes
Anacelly Bello			yes	yes
Alejandra Ranales			yes	yes
Silda Bontea			yes	yes
Nancy Chaves			Yes	YES



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of child(ren)'s birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
MARIA C. DUESS			Y	Y
ANGELA A. ABRA			Y	Y
Nancy Jimenez			Y	Y
KENYA TELLO			Y	Y
Schanna Byrd				



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of children's birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
elsy Taiguera			Yes -	Yes -
maria gudin			Y	Y
Keneela B.			Y	Y
Ludmila S.			Y	Y
Fernando Vanc.			Y	Y



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of children's birth	Resident of CSD 27 (Yes-No)	Please check here if you would apply to the school if authorized
Lola Nasrullah			Yes	Yes
Vickie			Yes	Yes
JOSELO RAY			Y	Y
Tomasa Vargas			yes	
Maria Teresa Pina			yes	yes



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of children's birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
Rosalba Telles	[REDACTED]	[REDACTED]	✓	<i>[Signature]</i>
Elvira Torres			Y	Y
Mayra Zayas			Y	Y
Edwin Rodriguez			Y	Y
Hector Lopez			Y	Y





Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of child(ren)'s birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
Virginia DeJesus			YES	YES
Wil Perez			YES	YES
Anna J. Jorg			YES	YES
Ebby Blum			YES	YES
Alfonso			YES	YES



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of child(ren)'s birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
Natalia Gonzalez			Yes	Yes
Carlos Ortiz				
Kate Santos			Yes	Yes
Heidy Ruiz			Yes	Yes
M. Garcia				



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of child(ren)'s birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
Garell Melton			Y	Y
Agnieszka Kasprys			Y	Y
Christina Rami			Y	Y
Joyce Hering			Y	Y
Elisa Torres			Y	Y



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of child(ren)'s birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
Madeline Cruz				
Eliot Garcia				
Ruth Wilcox				
Maria Higuera				



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YES!! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of children's birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
Heena Nusrati	[REDACTED]		Yes	
Domingo Flores			Yes	



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Street address and Zip Code of Residence	Year(s) of child(ren)'s birth	Resident of CSD 27 (Yes/No)	Please check here if you would apply to the school if authorized
Melhis Satillo	[REDACTED]		Yes	✓



Community Petition District 27

Our West Neighborhood Charter School is applying to State University of New York Charter Schools Institute to open a new public charter school in District 27 that will serve students in Kindergarten through fifth grade in the first charter term and eventually grow to K-8. CWSN 2 will look to open beginning with the 2017-2018 school year. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 27. For more information, please visit www.cwsn2.org.

YES! I support CWSN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Child attends age 29 (Date of Birth)	Residence in District 27	Number of CWSN Preschool	Parent/Guardian will send child to the school if authorized
David Kelly			yes	✓
Mysa Wolk			yes	✓
Al Valente			yes	✓
Nancy Fure			yes	✓
Natlie Fry			yes	✓



Community Petition District 27

Our World Neighborhood Charter School is applying to State University of New York Charter Schools Institute to open a free public charter school in District 27 that will serve students in Kindergarten through fifth grade in the first charter term and eventually grow to K-8. CWN 2 will look to open beginning with the 2017-2018 school year. Please sign below if you would be interested in sending your child to this or would support this school opening in District 27. For more information, please visit www.cwn2.org.

YES! I support OWN Charter School's willingness to serve the residents of District 27 and would support my child to attend the school if it is authorized.

Name	Print address and ZIP Code if Residence	Signature of Community Member	Residence of CWN 27 Child	Parent agrees that child will attend school if authorized
Larry Barnett	[REDACTED]	[REDACTED]	YES	✓
Donald Nunez	[REDACTED]	[REDACTED]	YES	✓
S. Apple	[REDACTED]	[REDACTED]	YES	✓
Debra Pruckey	[REDACTED]	[REDACTED]	YES	✓



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would app
for my child to attend the school if it is authorized.

Name	Student's Birth Date and 2d Code of Residence	Parent or Guardian's Sign	President of COPS (Yes/No)	Approved School Name (Any school open to the district's students)
Mary Jenkins	[REDACTED]	[REDACTED]	YES	✓
Dawn Harper	[REDACTED]	[REDACTED]	YES	✓
Marshall	[REDACTED]	[REDACTED]	yes	✓
Bubbe	[REDACTED]	[REDACTED]	yes	✓
Will Brink	[REDACTED]	[REDACTED]	yes	✓



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YES! I support OWSN Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Name	Home address and City or Residence	Resident of District 27?	Number of OWSN 27 Functions	Parental consent to the school's policies
Leon Slater	[Redacted Address]	[Redacted]	yes	✓
Marian Com			yes	✓
#1 Nadeau			yes	✓
Henry Lerner			yes	✓
Nadeau Dan			yes	✓



Community Petition District 27

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YES! I support OWN Charter School's willingness to serve the residents of District 27 and would support my child to attend the school if it is authorized.

Name	Send address and City State is required	Number of children in home	Number of Child's (children)	Please return form to: District 27 Charter School attn: CWSN 2
Jennie Syrac	[REDACTED]		yes	✓
Jean Mott			yes	✓
Reond Savaryn			yes	✓
Barbara Buff			yes	✓
Alfred Sefer			yes	✓



Community Petition District 27

Our World Neighborhood Charter School is applying to share University of New York Charter Schools' facilities to open a new public charter school in District 27 that will serve students in kindergarten through fifth grade in the first charter term and eventually grow to K-8. OWNS 2 will look to open beginning with the 2017-2018 school year. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 27. For more information, please visit www.owns2.org.

YES! I support OWNS Charter School's willingness to serve the residents of District 27 and would apply for my child to attend the school if it is authorized.

Parent	Parent address and city/county of residence	Parent's telephone number	Authorized signature of parent	Parent's check mark if interested to send child to the authorized school
Marc Fawcett	[REDACTED]	[REDACTED]	yes	✓
Matt Bury			yes	✓
Supriya			yes	✓
Wenar Murrell			yes	✓
Ly Battle			yes	✓

OWNCS 2 Community Survey

Monday, March 28, 2016

49

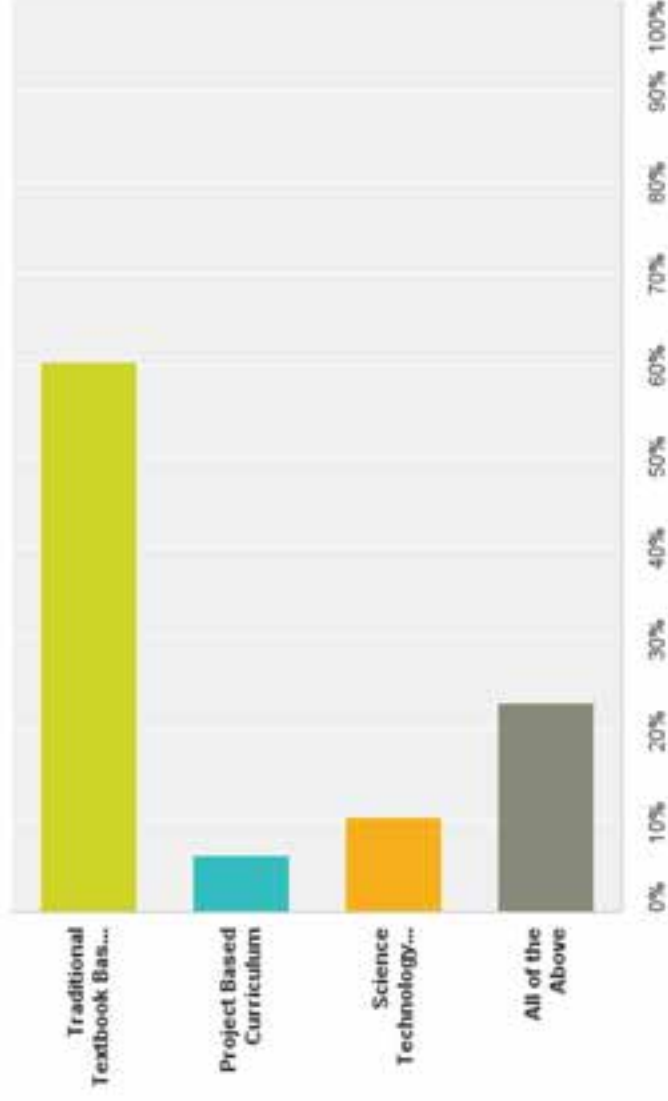
Total Responses

Date Created: Thursday, February 04, 2016

Complete Responses: 49

Q3: If your child(ren) were to attend OWN 2, what type of classes would you support? (Select one)

Answered: 48 Skipped: 1



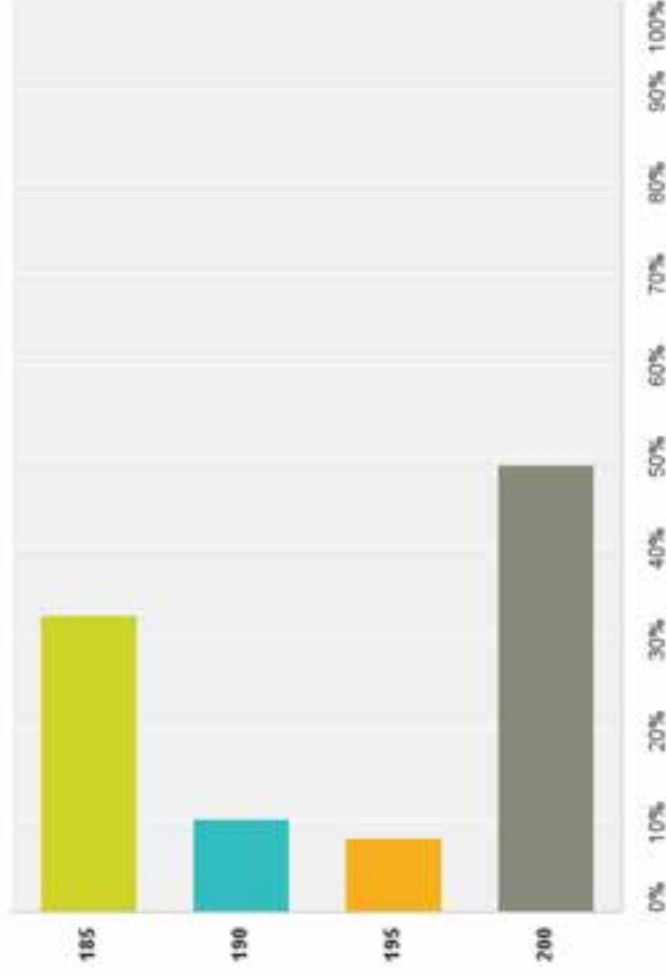
Q3: If your child(ren) were to attend OWN 2, what type of classes would you support? (Select one)

Answered: 48 Skipped: 1

Answer Choices	Responses
Traditional Textbook Based Learning	60.42% 29
Project Based Curriculum	6.25% 3
Science Technology Engineering Arts Math Curriculum (STEAM)	10.42% 5
All of the Above	22.92% 11
Total	48

Q4: How many school days would you want your child to have at OWN 2? (Select one)

Answered: 49 Skipped: 0



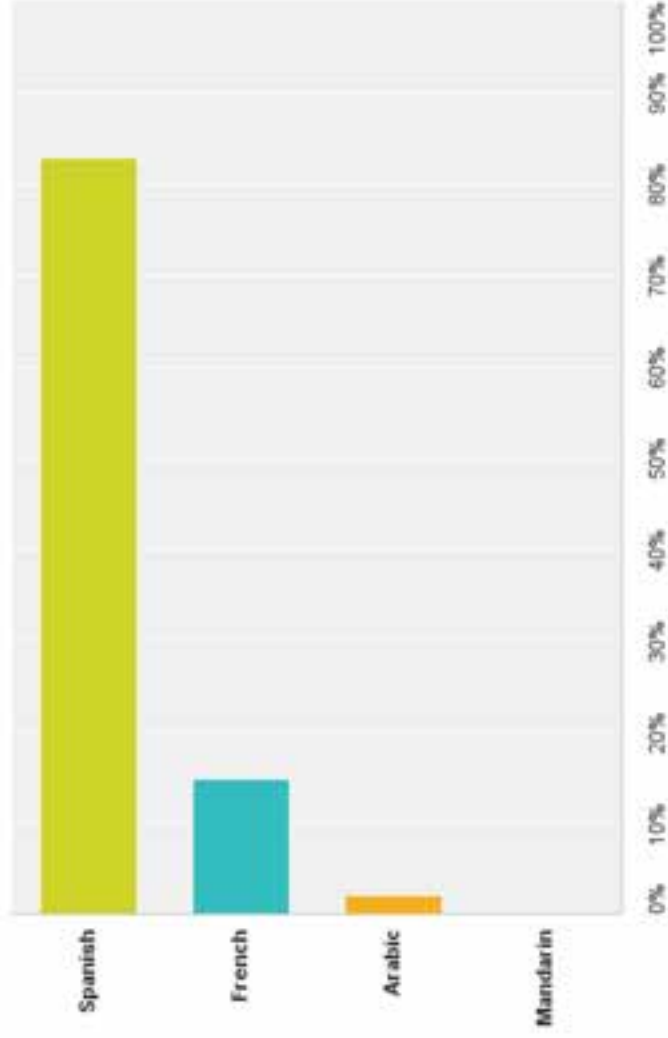
Q4: How many school days would you want your child to have at OWN 2? (Select one)

Answered: 49 Skipped: 0

Answer Choices	Responses	
185	32.65%	16
190	10.20%	5
195	8.16%	4
200	48.98%	24
Total		49

Q5: What is your preference for foreign language? for OWN 2? (Select one)

Answered: 47 Skipped: 2



Q5: What is your preference for foreign language? for OWN 2?

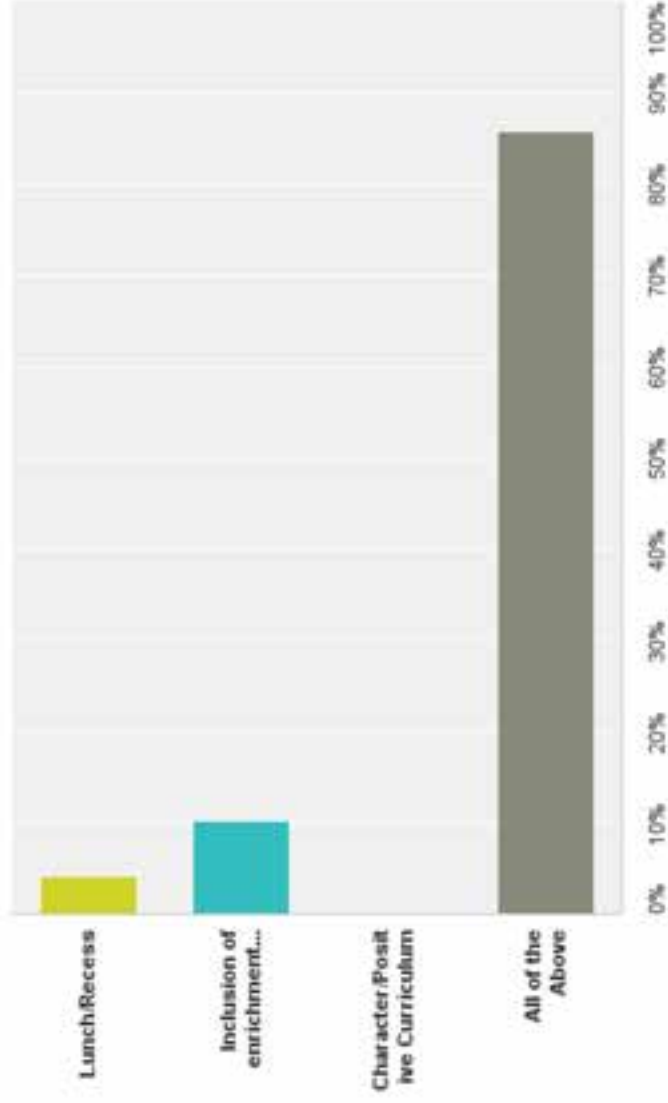
(Select one)

Answered: 47 Skipped: 2

Answer Choices	Responses	
Spanish	82.98%	39
French	14.89%	7
Arabic	2.13%	1
Mandarin	0.00%	0
Total		47

Q6: What aspects of the school day are most important to you? (Select one)

Answered: 49 Skipped: 0



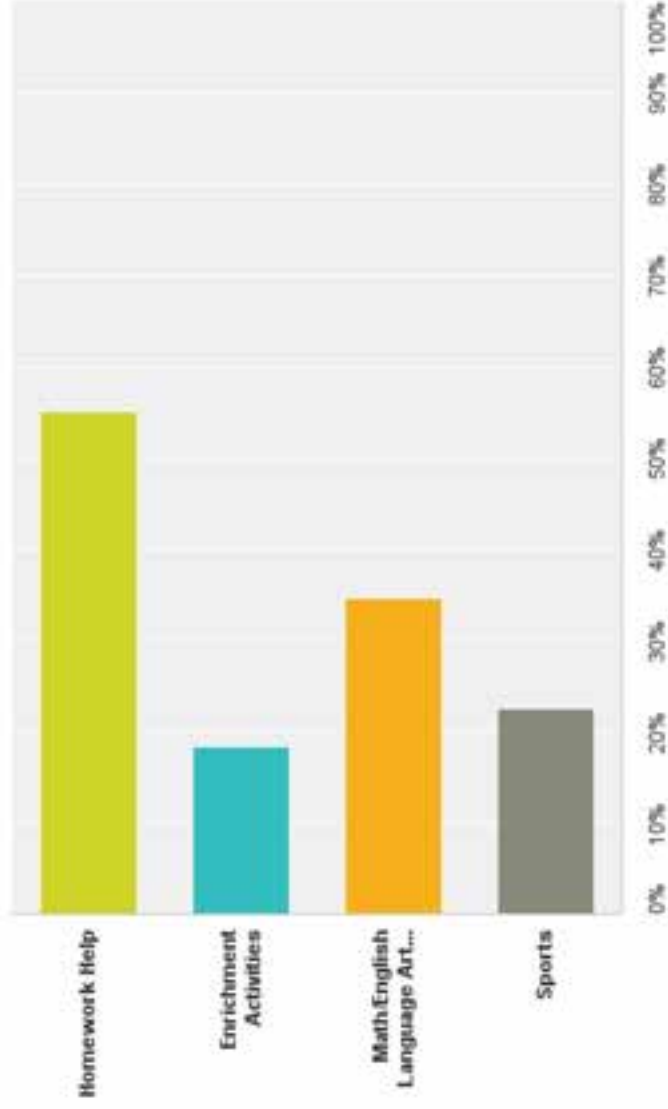
Q6: What aspects of the school day are most important to you? (Select one)

Answered: 49 Skipped: 0

Answer Choices	Responses
Lunch/Recess	4.08% 2
Inclusion of enrichment courses in core curriculum	10.20% 5
Character/Positive Curriculum	0.00% 0
All of the Above	85.71% 42
Total	49

Q7: What aspects of an after-school program would you like to see?

Answered: 49 Skipped: 0



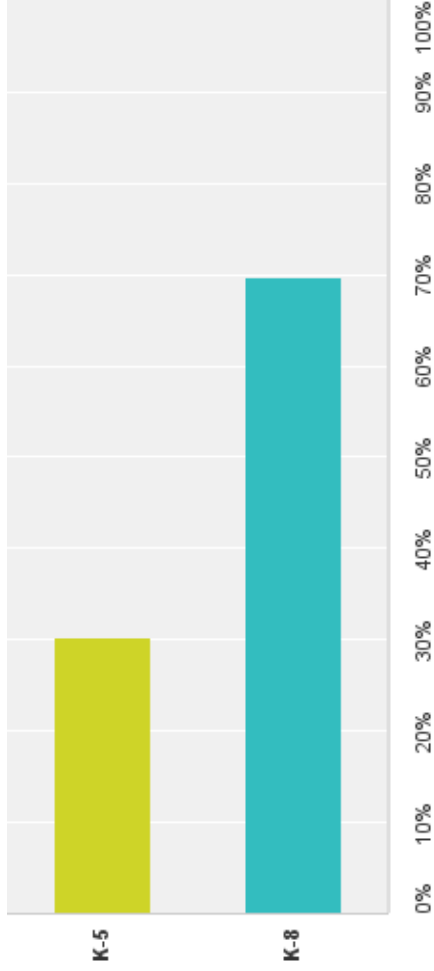
Q7: What aspects of an after-school program would you like to see?

Answered: 49 Skipped: 0

Answer Choices	Responses
Homework Help	55.10% 27
Enrichment Activities	18.37% 9
Math/English Language Arts Support	34.69% 17
Sports	22.45% 11
Total Respondents: 49	

Q8: Would you want OWN 2 to primarily serve K-5 or eventually become a K-8 school?

Answered: 43 Skipped: 6



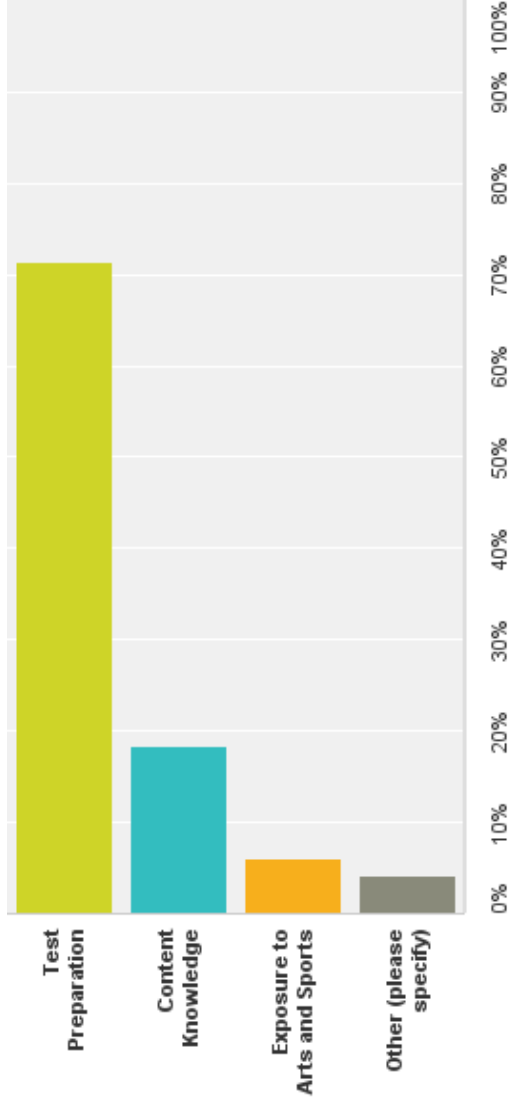
Q8: Would you want OWN 2 to primarily serve K-5 or eventually become a K-8 school?

Answered: 43 Skipped: 6

Answer Choices	Responses
K-5	30.23% 13
K-8	69.77% 30
Total	43

Q9: What is most important for your child to succeed in school?

Answered: 49 Skipped: 0



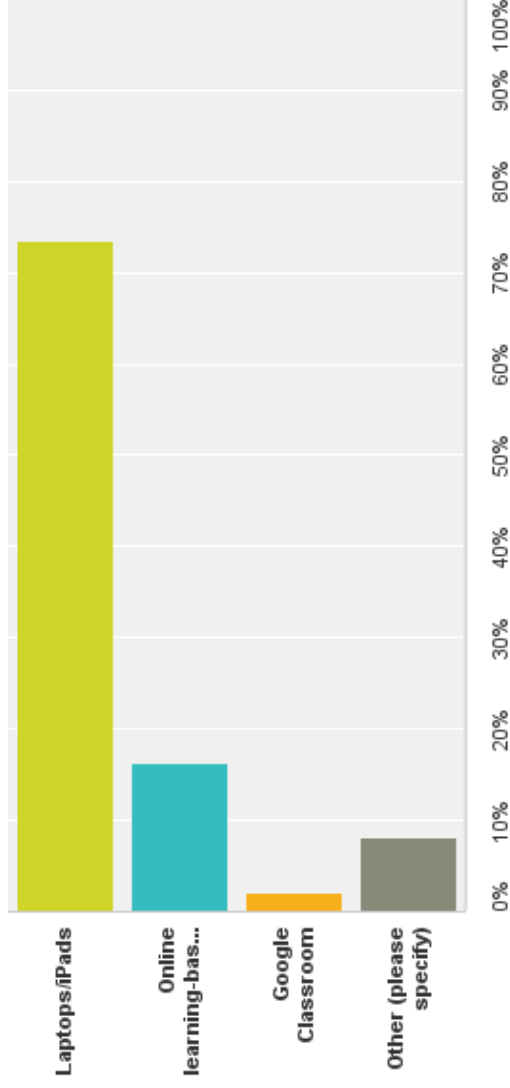
Q9: What is most important for your child to succeed in school?

Answered: 49 Skipped: 0

Answer Choices	Responses
Test Preparation	71.43% 35
Content Knowledge	18.37% 9
Exposure to Arts and Sports	6.12% 3
Other (please specify)	4.08% 2
Total	49

Q10: What education tools are important to use at school?

Answered: 49 Skipped: 0



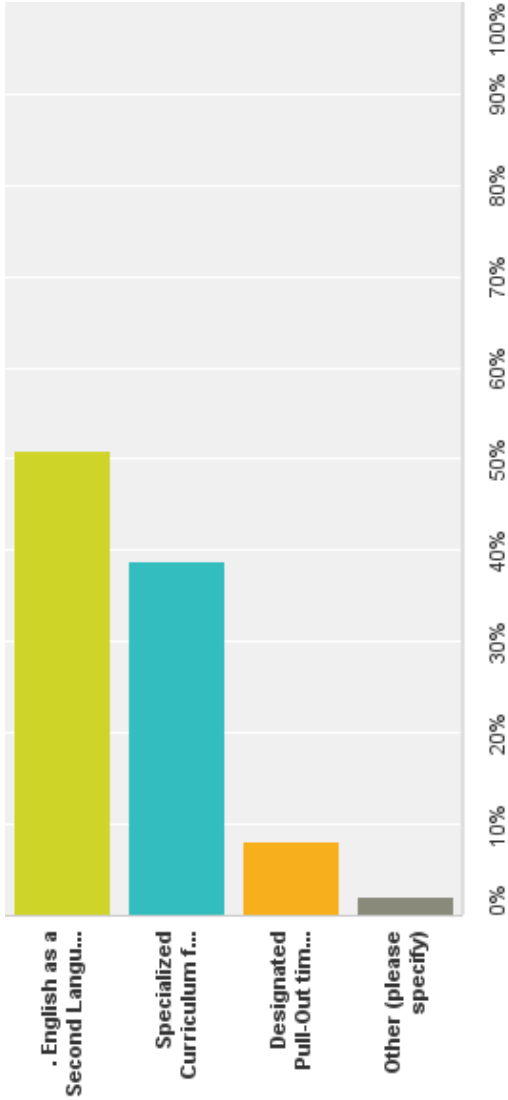
Q10: What education tools are important to use at school?

Answered: 49 Skipped: 0

Answer Choices	Responses	
Laptops/iPads	73.47%	36
Online learning-based curriculum for Math/English (e.g. Kahn Academy)	16.33%	8
Google Classroom	2.04%	1
Other (please specify)	8.16%	4
Total		49

Q11: In what capacity should a school support English Language Learners (ELLs)? (Select one)

Answered: 49 Skipped: 0



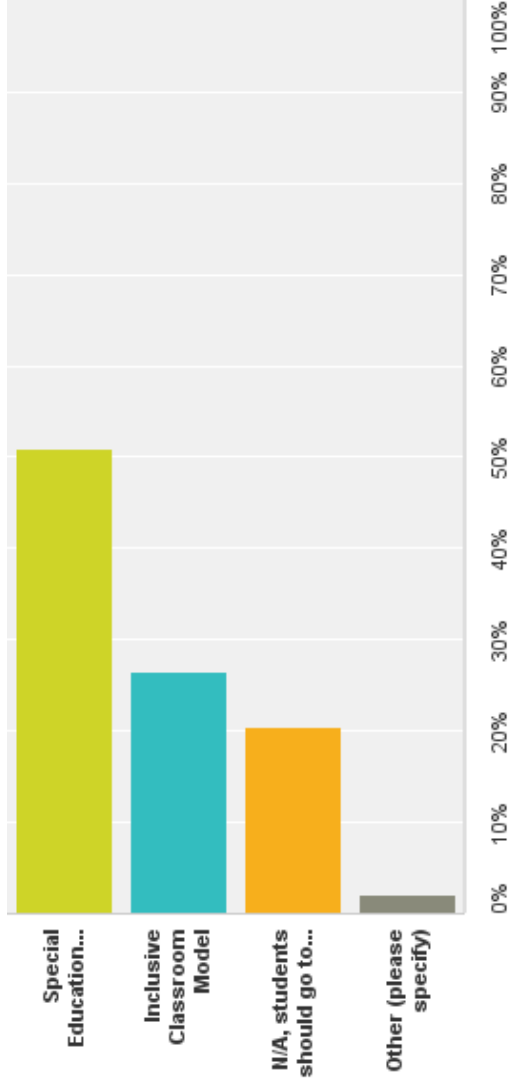
Q11: In what capacity should a school support English Language Learners (ELLs)? (Select one)

Answered: 49 Skipped: 0

Answer Choices	Responses
. English as a Second Language Program	51.02% 25
Specialized Curriculum for ELLs	38.78% 19
Designated Pull-Out time for ELLs	8.16% 4
Other (please specify)	2.04% 1
Total	49

Q12: For students with disabilities, what is most important to you? (Select one)

Answered: 49 Skipped: 0



Q12: For students with disabilities, what is most important to you? (Select one)

Answered: 49 Skipped: 0

Answer Choices	Responses	
Special Education Program (Reading Recovery, SETTS, ICT, Speech Pathologist, etc.)	51.02%	25
Inclusive Classroom Model	26.53%	13
N/A, students should go to a specialized Special Education school	20.41%	10
Other (please specify)	2.04%	1
Total		49

Our World Neighborhood Charter School 2 Charter Application
March 29, 2016

Response 15e-Evidence of Support

ALBANY OFFICE
89 LEGISLATIVE OFFICE BUILDING
ALBANY, NY 12241
760 496-2021
FAX (518) 435-6675

DISTRICT OFFICE
194-13 182ND STREET
JONAS BEACH, NY 11424
(718) 738-1311
FAX (718) 732-1780

SATELLITE OFFICES
164-15 73RD PLACE
MIDDLE VILLAGE, NY 11367
(718) 497-1400
FAX (718) 497-1780

88-48 ROCKAWAY BEACH BOULEVARD
ROCKAWAY BEACH, NY 11421
(718) 784-0722
FAX (718) 784-0722

E-MAIL: ADDABBO@NYSENATE.GOV



RANKING MINORITY MEMBER
RACING, GAMING & WAGERING
VETERANS, HOMELAND SECURITY
& MILITARY AFFAIRS

COMMITTEES:

AGING
CIVIL SERVICE AND PERSONNEL
EDUCATION
ENVIRONMENTAL CONSERVATION
LABOR

February 26, 2016

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

Re: Our World Neighborhood Charter School

Dear Committee:

I would like to take this opportunity to support Our World Neighborhood Charter School application to open a second school in Woodhaven, Queens (District 27).

I had the opportunity to visit the current school operated by OWN in Astoria, Queens, earlier this year and found it to be a very credible school. I found the school to be a warm, active learning experience. The faculties and students all appear to be very dedicated to excellence in education.

District 27 is extremely overcrowded and the Woodhaven community is one of the most diverse communities in my district. I believe a charter school in Woodhaven would give the parents of District 27 another alternative for a quality education for their children.

If I can be of any assistance for if you need any additional information, please do not hesitate to contact me at 718-738-1111.

Sincerely,

Joseph P. Addabbo, Jr.
State Senator – 15th District



ARAVELLA SIMOTAS
Assemblymember – 36th District
Queens County

NEW YORK STATE ASSEMBLY

DISTRICT OFFICE:
31-19 Newtown Avenue, Suite 401, Astoria, NY 11102
(718) 545-3889 • FAX (718) 545-3607

ALBANY OFFICE:
Legislative Office Building, Room 652, Albany, NY 12248
(518) 455-5014 • FAX (518) 455-4044

CHAIR
Task Force on Women's Issues

COMMITTEES
Banks
Consumer Affairs & Protection
Energy
Judiciary
Small Business

March 28, 2016

The Charter Schools Institute
Susan Miller Barker, Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

I write to voice my support for Our World Neighborhood Charter School (OWN). OWN's middle school is located in my legislative district and has been a positive presence in our community for nearly 14 years.

Since OWN was first established, the school has maintained a strong track record of achievement. Formed by the Astoria Parents Network in 2002, OWN has grown to serve over 700 students, employ over 90 administrators, teachers, and staff, and engage in fruitful partnerships with various community organizations. Today, OWN continues to work to provide rich opportunities for cooperative, experiential learning and meaningful parental engagement. The school's broad, rigorous curriculum sets high academic standards, honors cultural diversity, and instills a commitment to social justice in the student body.

Having seen first-hand the active learning that occurs in OWN's classrooms, I can personally attest to the school's positive impact on children in my district. The strong liberal arts foundation OWN provides sets students on the path to reach their full potential. OWN's tireless efforts to create effective learning environments and foster civic engagement enable our students, families, and community to thrive.

If you have any questions or concerns, please feel free to contact me at 718-545-3889. I look forward to continuing to work with OWN to provide quality educational opportunities to all families.

Sincerely,

Aravella Simotas
New York State Assemblymember
36th District – Queens

March 28, 2016

The Charter Schools Institute
State University of New York
41 State Street
Suite 700
Albany, NY 12207

Dear Charter Schools Institute Selection Committee,

South Asian Youth Action (SAYA) has been partnering with Our World Neighborhood Charter School for the past two years. Since the beginning of our partnership, SAYA and key school staff have been collaborating to best serve the needs of the school community. At Our World Neighborhood Charter School, SAYA operates after school programming for approximately 50 middle school students Monday through Friday. The program is offered to the school and its students at no cost to them and is supported by a multi-year contract from the New York City Department of Youth & Community Development which SAYA was awarded and manages. During after school hours, we focus on providing youth with opportunities to explore interests, learn and further develop social-emotional competencies. Current activities include homework help, financial literacy, math games, community engagement, art and drama.

South Asian Youth Action (SAYA) is a 501(c)3 youth development organization for K-12 students in need of support in New York City. Our mission is to foster a strong sense of belonging in youth and provide them with tools to thrive academically, professionally and personally. While South Asian-focused, SAYA is secular, inclusive and committed to connecting youth from all backgrounds to opportunities. Our holistic and comprehensive program model consists of academic support, college preparation, leadership development, career exploration, sports activities and arts enrichment. SAYA provides an accessible, safe and culturally affirming space for youth and offers mentorship beyond the classroom so they confidently grow into engaged community members ready for college, career and personal success. We offer year-round programming that takes place during the school day, after school, on weekends and during the summer. Established in 1996, SAYA has grown into a \$3.9 million organization currently running programs at 10 NYC public schools in Queens and Brooklyn, and at our community center in Elmhurst, Queens. During the 2014-15 school year, we had over 800 participants, many of whom identify as South Asian or belong to other communities of color. Since July 2015, over 2,000 youth have availed our services.

We are excited to learn that Our World Neighborhood Charter School has applied to expand their network and open a school in CSD 27. SAYA currently partners with two schools in CSD 27 – PS 124 and MS 202. If Our World Neighborhood Charter School opens a school in CSD 27, SAYA would be thrilled to consider increasing the scope of our partnership, as well as increasing our presence in the Ozone Park neighborhood of Queens. If you need any additional information, please feel free to reach out to me by email at sonia.bhuta@saya.org or by phone at (718) 651-3484 x1000. Thank you for your consideration.

Sincerely,



Sonia Bhuta
Executive Director

The Charter Schools Institute
State University of New York
41 State Street
Suite 700
Albany, New York 12207

To Whom It May Concern:

I am writing this letter to express our full support in Our World Neighborhood Charter School's desire to create a second school located in Community School District (CSD) 27.

Our World Neighborhood Charter School has been a partner with our organization for over five years and has shown its great commitment in working not only for the betterment for students in after school learning but also working with Community Based Organizations (CBO) like ourselves to carry out and fulfill our missions together.

With 84 site locations around New York City and over 75,000 children serviced each year, we stand with Our World Neighborhood Charter School and are open to providing programming in CSD 27 should an approval from State University of New York occur.

Sincerely,



Greg Bunis
Site Director
ACES Club Afterschool Program @ PS 706Q Our World Neighborhood Charter School
New York Junior Tennis & Learning
Phone: 718-392-3405 ext. 8277
Email: gbunis@nyjtl.org

36-12 35th Avenue
Astoria, NY 11106
Ph: 347-927-7323
Fax: 718-392-2840
reading4smiles@yahoo.com
www.reading4smiles.org



Reading 4 Smiles, Inc.

READ. LEARN. THRIVE.

The Charter Schools Institute
State University of New York
41 State Street
Suite 700
Albany, New York 12207

To Whom It May Concern:

I am writing to provide my full support for Our World Neighborhood Charter School (OWN) for their request to be granted a second charter that will be located in Community School District (CSD) 27.

OWN parents and faculty have been receptive in helping participants (e.g. OWN students) in the Reading 4 Smiles program achieve greater success in their literacy skills. As you might not know, many after-school programs and community-based organizations struggle to find cooperation between school staff and utilizing its resources.

Should OWN be granted a second charter in CSD 27, my organization pledges to work with the leadership in canvassing the neighborhoods and areas to share both of our missions. I remain committed to seeing OWNCS 2 succeed in CSD 27.

Sincerely,


Yawne Robinson
Executive Director

15. Student Demand, Community Support, Recruitment, and Retention

f. Admissions Policy

Describe the admissions policy for the school including any at-risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act.

Note that the inclusion of at-risk “preferences” or set-asides may make the school ineligible for federal CSP grant funding. The Institute anticipates that one additional weight in the lottery may be permissible for CSP recipients by the time applicant schools open; therefore, such weightings can be included in the admissions policy on a contingent basis.

Introduction

OWN Charter School 2’s admission policy is non-sectarian and does not discriminate against any student on the basis of ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by a school. Admission to OWN Charter School 2 will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. Any child who is qualified under New York State law for admission to a public school is qualified for admission to OWN Charter School 2. The School will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school.

For admission to OWN Charter School 2 during the School’s initial year, a child/student must be eligible to enter kindergarten or 1st grade in August 2017. Seventy-two (72) Kindergarten and eighty-one (81) 1st grade students will be accepted in the inaugural lottery. Every year thereafter, OWN Charter School 2 will have 72 new Kindergarten seats available in the school. In addition, OWN Charter School 2’s admissions will be open to students in each grade above kindergarten that the School is currently serving in order to backfill enrollment in each of those grades to 81 students, in the event that seats are available in those grades. Admission to OWN Charter School 2 will be limited each year to pupils within the grade levels to be served by the School. In order to be eligible to apply for Kindergarten, students must turn 5 by December 31 of the year in which they will enter Kindergarten. The law provides explicit preference for siblings of students and students residing in CSD 27 in Queens.

In its admission policies and procedures, OWN Charter School 2 will **not** engage in any of the following:

- (1) Requiring parents to attend meetings or information workshops as a condition of enrollment
- (2) Having an unduly narrow enrollment period (e.g. fewer than 30 days);
- (3) Giving enrollment preference to children of members of the OWN Charter School 2 Board or founders group (unless the members are full time employees of Our World Neighborhood Charter School Education Corporation, see below enrollment preferences);
- (4) Requiring parents to sign agreements or contracts imposing certain responsibilities or commitments to OWN Charter School 2, regardless of their virtue, as a condition of enrolling their children (e.g. correcting a child’s homework, volunteering, etc.);
- (5) Mandating that students or parents agree with OWN Charter School 2’s mission or philosophy; or
- (6) Giving preference to students interested or talented in a particular OWN Charter School 2 program.

Enrollment Period, Admissions Lottery, Registration and Withdrawal

Formal recruitment of incoming students for the inaugural school year will begin immediately after the charter school is authorized. It is important to note that this process will be carried out in English and Spanish (and any other dominant language in the community, as necessary). Beginning on or before January 1 of each year, the charter school will advertise open registration and provide families, if they choose, with opportunities to meet staff and learn more about the School. Families may submit applications¹ beginning on or before January 15 through April 1. If, as of the application deadline, the number of applicants to the charter school exceeds capacity, a random selection process (lottery) will be used to admit students. This lottery, if necessary, will be held annually on or about April 15. OWN Charter School 2 will utilize the OWN Charter School randomized lottery system to draw names. Students who do not secure a seat through the random lottery will be placed on a waiting list in the order that their names were drawn.

OWN Charter School 2 will include a description of the public lottery in its application material distributed to families during the outreach phase of the process. Should a lottery be required, all families who applied to the school will be informed of the details of the lottery, including the date, time and location that it will be held.

Admission preference shall be granted to applicants in the following manner:

- First preference (after the first year) will be given to returning students, who will automatically be assigned a space at the School and whose families will be formally contacted in January of each school year to confirm automatic admission of their child through the completion of a re-enrollment form due back no later than February. This process is modeled after that in OWN Charter School
- Second preference will be given to siblings of students already enrolled in the charter school or siblings of a student whose name is drawn in the lottery whose names are also in the current year's lottery. For purpose of assignment priority, a sibling is defined as a brother or sister (including half-brothers, half-sisters, stepbrothers, stepsisters, foster brothers and foster sisters) of the applicant, who lives in the same household and who shares a legal parent, legal guardian, or legal foster parent with the applicant.
- Third preference will be given to eligible children of full time employees of the Our World Neighborhood Charter School Education Corporation (capped at 10% of new enrollees.)
- Fourth preference will be given to residents of CSD 27.

Lottery Process

In the event that a lottery process is necessary, names will be drawn randomly by grade to fill available seats (72 seats in Kindergarten and 81 seats in Grade 1 for the inaugural lottery. For each subsequent year, 72 seats in Kindergarten and expected vacancies in the any grade the school serves above Kindergarten in order to backfill enrollment in those grades up to 81). After those names are drawn, names will continue to be drawn in order to form a waiting list at each grade level that the school currently serves. This waiting list will be the only official, legal document identifying the names of grade-eligible students with applications to the charter school pending acceptance when vacancies arise, based upon the order of random selection from the lottery. The previous year's waiting list will expire annually at the lottery drawing.

¹ As per the recent guidance issued from the Charter Schools Institute, OWN Charter School 2 will use the New York Charter School Uniform Application form as its only official application form. This form may be modified to add the school logo on the form and our mission.

Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, OWN Charter School 2 will contact the parents of the student next on the appropriate waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and get confirmation of whether the student is still interested in enrolling at OWN Charter School 2 before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents are unsuccessful, then the School may remove that student from the waitlist. Documentation of the attempts made to contact the parents of any student removed from the waitlist will be maintained by the School. Waiting lists will not be carried over from year to year.

Procedures for Student Registration and Parental Intent to Enroll

Once the lottery has been conducted, OWN Charter School 2 will notify parents and guardians of applicants by mail whether their child has been granted a seat at the School or if they are on the waiting list. The mailing will include an admission acceptance form that each parent of a child who has been selected for admission will fill out to confirm his or her intent to enroll the child in OWN Charter School 2. The School will also contact the parents of students currently enrolled and require them to confirm their intent for the student to remain in the school the next year. Reasonable and multiple attempts will be made to reach parents regarding their decision to re-enroll their children and parents will be given a reasonable amount of time to re-enroll their child before the School determines that they do not intend to enroll and makes that seat available to a new student for the next academic year.

Prior to the commencement of each academic year, families of children who enroll at the School must complete the student registration process. As part of this process, parents must provide verification of residency, adult photo identification, NYC notice of transfer form (if available), IEP record if applicable, home language survey, photo media release form, ethnic identification survey, additional medical restrictions form if applicable, parent/guardian consent to request for the release of student records and/or a copy of the student's prior year academic record, official proof of age and immunization record, and student health insurance form indicating what coverage the student has. Parents will also complete student registration forms, lunch program applications, emergency contact information, and transportation forms. OWN Charter School 2 staff will be available to assist parents in understanding the registration requirements, obtaining required information and completing the required forms. In addition, forms and instructions will be published in languages other than English to facilitate successful registration by ELL parents and families.

All families of students currently enrolled in OWN Charter School 2 will be sent a renewal form by February of each year in order to indicate whether or not they will re-enroll their child for the next academic year. This process will inform the school as to any planned vacancies in Grades 1-5 that will need to be filled through the current year's application and lottery process.

Voluntary Withdrawal

OWN Charter School 2 is a public school of choice, both for application and withdrawal. At any time, a parent may wish to transfer their child to a different school. A parent wishing to withdraw his/her child from the School will be asked to complete a request for student withdrawal form. OWN Charter School 2 personnel will offer to meet with the family and discuss their reasons for withdrawing from the School, as well as to seek solutions to any problems that arise from these discussions. If the parents still wish to transfer their child to another school, OWN Charter School 2 will ensure the timely transfer of any necessary school records to the student's new school. Upon withdrawal of any student in grades K-5,

OWN Charter School 2 will seek to fill that vacancy in a timely manner with the next student on the relevant grade's waitlist.

25. Facility

(a) Facility Needs

Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

- **The desired location of the school facility;**
- **The number of general education classrooms required each year;**
- **Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;**
- **Space requirements for administrative functions, food services and physical education; and,**
- **If the applicants intend to offer a residence program for students, describe the facility requirements to support this program, overnight staffing and include specific and detailed information regarding the number of residence rooms, configuration, restroom, food service, and other facility-related needs.**

The desired location of OWN Charter School 2 is within the inland neighborhoods of CSD 27; specifically our first preference is to site the school in Woodhaven. Our preference is based on the following reasons:

1. The need for additional capacity in Woodhaven based on the utilization rates of existing public schools in the community;
2. The encouragement we have received from and interest expressed by elected officials, who represent Woodhaven, to bring our model to their constituents;
3. The accessibility of Woodhaven to other CSD 27 neighborhoods; and
4. The potential availability of private space to site our school in the short-term and long term.

OWN Charter School 2 is fully engaged in the process to identify sites that could serve as an incubator space for the first two or three years in addition to sites that could serve the school at capacity. OWN Charter School 2 is exploring existing buildings that could be leased, including those being developed by private developers as well as former Catholic school buildings through the Diocese of Brooklyn (which includes Queens). We are allowing for programming space of approximately 90 square feet per pupil. This means that a suitable building to house the school would be 13,770 square feet to open and about 43,000 square feet by year. In addition, we also consider the safety of the location, suitability for an elementary school, proximity to public transportation and proximity to local playgrounds in determining ideal school sites.

We have developed our preliminary space needs for Years 1 and 5:

Year 1: • 6 instructional classrooms (3 classrooms for each grade K-1) • 1 intervention classroom for pull-out instruction • 1 Music Room • Food prep and storage area (In K-2, students eat in their classrooms) • 1 Gym/Auditorium Space • 1 Faculty Room • Administrative Space, includes main reception with separate offices for Principal and shared office Operations Manager and bookkeeper • Conference Room • Sufficient storage space for supplies	Year 5 • 18 instructional classrooms (3 classrooms for each grade K-5) • Up to 3 specials Rooms for the Arts • 1 Grade K-2 intervention classroom for pull-out instruction • 1 Grade 3-5 intervention classroom for pull-out instruction • 1 Science Room • 1 Cafeteria with food prep/serving area and storage area (Grade 3-5 students eat in cafeteria) • 1 Gym/Auditorium Space • 1 Faculty Room • Admin Space, includes main reception with

• Janitor's Storage Area • Nurse's Office and Social Worker office	• separate offices for Principal, shared office for operations manager and booker, office for Special Education Coordinator • Conference Room • Sufficient Storage space for supplies • Janitor's Storage Area • Nurse's office and Social Worker Office • Shared office for instructional coaches

OWN Charter School 2 will not have a residence program.

(b) Facility Selection

Describe the efforts to date to secure a facility for the school.

- **If a facility has been identified, describe the facility and how it meets your needs, including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use.**
- **If a facility has not been identified, explain your plans for securing a suitable facility and preparing it for use by the time you intend to open the school including any contingency planning.**
- **If the proposed facility space is provided by the school district of location, the applicant must also describe its contingency plans should such space be unavailable.**

The Founding Group has not yet identified a site for the school. We will submit a request on behalf of OWN Charter School 2 to the New York City Department of Education ("NYCDOE") for co-located space in an existing DOE facility. Should the DOE deny such a request, the School will appeal the denial to the New York State Education Department Commissioner, requesting that the Commissioner-consistent with the law-issue an order requiring the NYCDOE to provide the School with rental assistance payments as per the law.

We have already reached out to David Frank, Director of Charter Policy and Analytics, Office of School Design and Partnerships at the NYCDOE to inform him of our application for OWN Charter School 2 and our interest in co-location. We will be meeting with him on April 6th to discuss our needs. The following is a record of our communication with him:



Mark Crusante <mcrusante@owncs.org>

Our World Neighborhood Charter School 2 Request

Frank David <[REDACTED]> Mon, Mar 21, 2016 at 4:27 PM
To: Mark Crusante <mcrusante@owncs.org>
Cc: Charter Schools <CharterSchools@schools.nyc.gov>, Brian Ferguson <[REDACTED]> Patterson Drew <[REDACTED]>

That works for me. How about 3pm? We are located at 100 Gold Street, Suite 3500. I can send out a calendar invite. We look forward to hearing more about your replication plans.

Best,

David Frank

David M. Frank

Director, Charter Policy and Analytics



Office of School Design and Charter Partnerships

52 Chambers Street, Room 213, New York, NY 10007

T: 212.374.2460

<http://schools.nyc.gov/charters>

From: Mark Crusante [mailto:mcrusante@owncs.org]
Sent: Monday, March 21, 2016 1:55 PM
To: Frank David <[REDACTED]>

Cc: Charter Schools <CharterSchools@schools.nyc.gov>; Brian Ferguson <[REDACTED]>
Patterson Drew <[REDACTED]>
Subject: Re: Our World Neighborhood Charter School 2 Request

Hi David,

Happy Monday! Thanks for getting in touch with me so quickly. How does Wednesday, April 6, 2016 @ 10 a.m. sound? We'll come down to you.

Best,

Mark Crusante
Director of Development
Our World Neighborhood Charter School
36-12 35th Avenue
Astoria, NY 11106
[REDACTED]

On Sat, Mar 19, 2016 at 6:58 PM, Frank David <[REDACTED]> wrote:

Mark,

I hope you are doing well. We are very familiar with the work OWNCS does in CSD 30 and would welcome a meeting to discuss how the New York City Department of Education (NYCDOE) can help as you move forward with an application for a new charter school in CSD 27 in Queens.

We are free on March 30 or the week of April 4. Let us know a few dates/times that work for you and Brian in that window or, a date you are available later in April. I will also try to include my colleague, Drew Patterson, from the NYCDOE's Office of District Planning.

To clarify a point you made below, the NYCDOE is proposing <<http://schools.nyc.gov/NR/rdonityres/EEBE7C2C-ACC7-458A-B3DB-1094D109D2F8/194015/JeanNuzziPEPNoticevFinal.pdf>> to site a charter high school "in-land" in CSD 27, the New Visions Charter High School for Advanced Math and Science IV. This co-location is subject to approval by the NYCDOE Panel for Education Policy. As of yet however, there are no charter elementary or middle schools "in-land" in CSD 27.

We look forward to learning more and best of luck as testing starts in the first week of April.

Sincerely,

David Frank

Director of Charter Policy and Analytics
New York City Department of Education
Office of School Design and Charter Partnerships

From: Mark Crusante (mcrusante@owncs.org)
Sent: Saturday, March 19, 2016 3:19 PM
To: Charter Schools; Frank David
Cc: Brian Ferguson
Subject: Our World Neighborhood Charter School 2 Request

March 19, 2016

Mr. David Frank
Director of Charter Policy, New York City Department of Education
Office of School Design and Charter Partnerships
100 Gold Street, Suite 3500
New York, New York 10038

Dear Mr. Frank:

Greetings! I am writing to inform you that the Our World Neighborhood Charter School (OWNCS) is planning to create a second OWNCS in Community School District (CSD) 27. I am a member of the Applicant group that will be submitting a charter application to the SUNY Charter School Institute this March for Our World Neighborhood Charter School 2 (OWNCS 2), a proposed K-5 charter school that will ultimately grow to K-8.

We are in the process of submitting our full application to the Charter School Institute of New York and are reaching out to your office as our second school site is interested in shared space commonly known as "co-location" for Community School District 27.

OWNCS opened in 2002 and is a high performing K-8 charter school in CSD 30 in Astoria. The school has received three unconditional renewals of its charter by its authorizer, the State University of New York. We offer a student-centered, diverse, academically rigorous academic program with a focus on the whole child. We are attuned to our students' social and emotional development as well as their academic success. Students who have graduated from OWNCS have gone off to high performing public and private high schools. We look to bring our model to CSD 27 so that children in the community can have access to our supportive school environment. We will be the ONLY charter school in-land in Community School District 27 if approved.

I, along with my Executive Director are making ourselves personally available to speak with you and the Department of Education on the subject of our school design model and co-location. We would like to schedule a meeting with you sometime over the next month to discuss the establishment of OWNCS 2. Please feel free to call me at 718-392-3405 <file:///localhost/in/718-392-3405> extension 6206 or via e-mail at Mcrusante@owncs.org or <mailto:file:///localhost/in/718-392-3405> should you have any questions.

Again, thank you for your consideration.

Sincerely,

Mark Crusante
Member, OWNCS 2 Application Group
36-12 35th Avenue
Astoria, NY 11106
718-392-3405 ext. 8206 <file:///localhost/in/718-392-3405%20ext%208206>

We are, however, following a simultaneous path to identify private space in case we do not secure co-location. The founding team met with Fillmore Real Estate a brokerage firm knowledgeable about properties in the community. Fillmore has extensive experience working with charter schools throughout New York City. Fillmore is identifying both incubation space for the first three years of operations as well as long-term sites that could house the school through full capacity. We are also working with Florence Adu, a real estate consultant, who formally worked at the New York City Charter School Center covering real estate as well as the New York City

Economic Development Corporation. She is currently identifying properties in CSD 27 that will meet our specifications for a potential school facility. In addition, we have had conversations with Kuimarz Geula, a real estate developer, who has extensive experience in developing affordable housing, community facilities and charter schools. He has already completed several charter school facilities. Mr. Geula had identified several properties that he can develop for a charter school including design and financing. However, he indicated that if OWN Charter School 2 is approved, he could begin having serious discussions with us regarding his role in a potential facility development. Mr. Geula was referred to us by Cohen Schneider and O'Neill.

We have also reached out to the Diocese of Brooklyn regarding the availability of Catholic elementary school buildings in this area of Queens that are no longer in use and are waiting for a response. The Diocese of Brooklyn has leased a number of their vacant buildings to charter schools in both Brooklyn and Queens.

We believe given that we have almost 17 months until a potential opening, should OWN Charter School 2 be approved, we have sufficient time in which to secure a site and prepare it for the opening of the School in August 2017.

(c) Conflicts of Interest

If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility, indicating specifically any potential conflicts of interest and arrangements by which such conflicts will be managed or avoided.

At this stage we do not anticipate there will be any conflicts of interest.

However, as in all instances where a potential conflict of interest may be present, the shared Trustee shall make the proper disclosure to each board member and ensure that he recuses himself from any vote that addresses the relationship between OWN Charter School 2 and any real estate transaction that the school may engage in. The Trustee would recuse himself or herself from any vote where a conflict exists.

16. (d) Additional Facility Information

Provide Information such as blue prints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.) to use a particular facility, as part of this response.

Important Note: If a facility has already been identified, include certification from an architect that:

- **The proposed facility can meet NYSED or NYC specifications, as applicable, by the date the school would commence instruction; and,**
- **The cost of bringing the facility into compliance with the specifications. These costs must be accounted for in the proposed start-up budget.**

This is not applicable as OWN Charter School 2 has not yet identified a facility.

17. Food Services

Describe the plans for food services the charter school will provide.

OWN Charter School 2 will receive its meals for students through the Office of School Food (OSF) of the NYCDOE. All students attending OWN Charter School 2 will be eligible for meals provided at the facility. Breakfast, lunch and an afternoon snack will be served each day that school is in session, with the exception of days outside of the NYCDOE school calendar when OWN Charter School 2 would not receive Federal Lunch program reimbursement. On those days related to our extended calendar, families are informed their child must come to school having eaten breakfast, carrying a bagged lunch and afternoon snack. Meals will be in compliance with NYCDOE regulations. Students can opt to bring their own lunch and not partake in the school lunch program. Where meals are prepared and served will be determined when the facility is secured.

Although OWN Charter School 2 has outlined a plan to utilize the food services provided by OSF, this does not preclude OWN Charter School 2 from exploring outside food vendors to provide food service to the school nor does it preclude the school from operating its own kitchen and providing its own meals if the facility in which it is housed has food preparation capacity. As have other NYC charter schools which have chosen to contract for food outside of the NYCDOE including OWN Charter School in CSD 30, OWN Charter School 2 will investigate other vendors who can provide healthy and appetizing menus for breakfast, lunch and snack to the school's students. The factors that will guide OWN Charter School 2's decision to contract with an outside vendor and/or operate its own kitchen to provide meals will include, but not be limited to, cost, adherence to federal guidelines for free and reduced lunch, health and safety of children and workers, and menu choices.

OWN Charter School 2 expects that many of its students will be eligible to receive free and reduced price meals based on their parents' income levels. The following website provides the eligibility guidelines for free and reduced-lunch <http://www.fns.usda.gov/cnd/Governance/notices/iegs/IEG05-06.pdf> or information can be obtained by calling the NYSED's Child Nutrition Reimbursement at (518) 473-5999.

In order to receive these benefits, the parents of eligible students must complete and return the *Family Application for Free and Reduced Price School Meals (SD 1041 form)* and OWN Charter School 2 will provide parents with this application upon enrollment. The application is available in many different languages. Parents will be informed that the form must be returned to OWN Charter School 2 as soon as possible. The forms will be reviewed by the OWN Charter School 2 bookkeeper. Each student's SD 1041 form, once it has been completed and approved, will be placed on file in the business office of the School for review. These forms enable students to receive free and reduced price meals, and also form the basis for determining and distributing additional educational funding from the state and federal governments.

OWN Charter School 2 recognizes that the SD 1041 form can be difficult to collect from parents who are concerned over the confidentiality of the form; but OWN Charter School 2 will ensure parents that the information is personal and confidential and will remain at the school. OWN Charter School 2 will also impress upon parents the importance that these forms play in determining how much funds it will receive from the Federal government for Title programs that will directly help their children. While the forms will not leave the school, OSF can and will randomly audit the applications to make sure they are coded correctly.

18. Health Services

Describe the plans for health services the charter school will provide.

OWN Charter School 2 shall comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. The School will provide on-site health care services similar to the extent that such health services are available to children attending other public schools in the district where OWN Charter School 2 will be located. This will be done, if possible, through a contractual arrangement with the New York City Department of Health and the NYCDOE to supplement the level of health services mandated to be provided to OWN Charter School 2 in accordance with §2853(4)(a) and §912 of the Education Law or through the hiring of a nurse on staff.

Staff: OWN Charter School 2 will have a nurse to supervise the disbursement of medication, the treatment of students who are ill, the treatment of students who are injured, and to train faculty and staff in first aid, including but not limited to, cardiopulmonary resuscitation and emergency response utilizing the Automated External Defibrillator (AED). In the nurse's absence these responsibilities will become that of the Principal or his/her designee. The nurse will additionally be responsible for all record keeping and correspondence related to these responsibilities. If sited in shared space in a NYCDOE facility, OWN Charter School 2 should be able to secure a school nurse through the Department of Health; however if the school is sited in a non-NYCDOE facility there is no guarantee that the Department of Health will provide a nurse to the school. If that is the case, OWN Charter School 2 will hire a full time registered nurse.

Hearing and vision testing will be done on all new students by qualified individuals of the Department of Health (DOH). A review of student immunizations requirements and the proper supporting documents shall be completed for all new students. School staff will work with the DOH, local school districts, and other appropriate authorities to provide these services.

In accordance with NYS law, each student entering OWN Charter School 2 is required to have a certificate of immunization at the time of registration or not later than the first day of school. State immunization requirements include: Diphtheria [Toxoid Containing Vaccine (DTP, DTaP) 3 doses]; Polio [(IPV) (OPV)3 OPV or 4 IPV]; Measles/Mumps/Rubella (MMR) 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR); Hepatitis B [3 doses, 7th graders entering school after 9/1/00 – 3 doses of RecombivazHB, Engerix B or 2 doses of adult hepatitis B vaccine for children 11 to 15 years old]; Varicella [1 dose]. Student immunization data will be recorded on ATS and on the School's own student information management system. Immunization and medical records will be stored in the nurse's office in a secure and locked file cabinet.

Before a child can be permitted to enter or attend OWN Charter School 2, parents must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.

Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

Defibrillator: In accordance with §917 of the Education Law, the School will maintain on-site AED equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member(s) is

trained in the operation and use of such equipment in the School and at any school-sponsored events at other locations.

Medication Delivery System Procedures: OWN Charter School 2 will establish a secure, easy to understand, and safe medication delivery system. The nurse, with support from the Principal, will communicate to parents, students and staff the requirements for the administration of medications in the school. The school will seek to avoid misunderstandings by widely circulating the requirements. These requirements for the administration of medication in school will be communicated in the student-parent handbook; school publications/calendars; inserts with report cards; mailings to physicians and/or local medical societies; and individual parent/student counseling.

Pharmacies:

- (1) Only those medications necessary to maintain the student in school and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in school-sponsored activities (e.g., field trips, athletics) should comply with all procedures;
- (2) Any prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students *will be given by the nurse or licensed practical nurses under the direction of the nurse. Administration of such prescribed medications will not be performed by the other members of the OWN Charter School 2 staff;* and
- (3) Designated staff in the school setting, following assignment and in conjunction with approval by the nurse, may assist *self-directed students* with the taking of their own oral, topical and inhalant medication. The nurse as well as the school administration will assure that the staff person receives the training and supervision needed to perform these tasks in a safe and effective manner.

Physician Orders: OWN Charter School 2 requires written orders from a duly licensed prescriber and written parental permission to administer the medication. All medications, including nonprescription over the counter (OTC) drugs, shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status.

- Written orders for prescription and nonprescription OTC medications should minimally include:
 - o Student's name and date of birth;
 - o Name of medication;
 - o Dosage and route of administration;
 - o Frequency and time of administration;
 - o For prn (as necessary) medications, conditions under which medication should be administered;
 - o Date written;
 - o Prescriber's name, title, and signature; and
 - o Prescriber's phone number.
- The nurse may request additional information, such as self-administration orders, diagnosis and/or potential adverse reactions, however, medication delivery should not be delayed pending this information, unless such information is essential to the safe administration of the medication.
- Special considerations: Medication orders must be renewed annually or when there is a change in medication or dosage:
 - o The pharmacy label does not constitute a written order and *cannot* be used in lieu of a written order from a licensed prescriber;

- o When a properly labeled medication comes to the health office accompanied by a written request from the parent for administration of the medication, but without a written order from a licensed prescriber, the following procedure will be followed:
 - Contact parent regarding need for written order from a licensed prescriber;
 - Contact licensed prescriber to obtain verbal permission to administer medication;
 - Request fax or written orders to be received within 48 hours;
 - Contact parent and discontinue medication if written orders are not received in 48 hours; and
 - Document above steps.

Parental Responsibility:

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

Prescription medications: The pharmacy label must display:

- (1) Student name;
- (2) Name and phone number of pharmacy;
- (3) Licensed prescriber's name;
- (4) Date and number of refills;
- (5) Name of medication/dosage;
- (6) Frequency of administration; and
- (7) Route of administration and/or other directions

OTC Medications:

- (1) Must be in the original manufacturer's container/package with the student's name affixed to the container. The same applies to drug samples;
- (2) For certain medications, especially **controlled substances**, standards of best practice include counting the medication upon receipt and periodically thereafter. This is not a legal requirement but constitutes a sound practice when handling controlled substances. Discrepancies should be reported to the parent immediately. The school administration should be informed of any discrepancies when such discoveries occur. Best practice includes close supervision of medication taking;
- (3) Medications will not be transported daily to and from school. Parents will be advised to ask the pharmacist for two containers, one to remain at home and one at school;
- (4) Instructions will be left for substitute nurses that are clear and concise on the handling of all aspects of medication acceptance, handling, delivery and storage; and
- (5) Education of families regarding OWN Charter School 2's medication protocols is an ongoing responsibility of the school.

Medication Administration:

- (1) All medications will be administered as close to the prescribed time as possible. Given student schedules and compliance with coming to the nurse in a timely fashion, medications accepted for school administration generally may be given up to one hour before and no later than one hour after the prescribed time. However, parents and licensed prescribers will be advised of this, so that they can advise OWN Charter School 2 if there is a time-specific concern regarding administration of the medication. Parents, students, and the nurse will work together to ensure the student receives his/her medication at the appropriate time;

- (2) If a student fails to come for a dose, the administration will provide support to nurse, such as a security guard, administrative or clerical staff to locate the student. If the medication has not been given for any reason within the prescribed time frame, OWN Charter School 2 will make all reasonable efforts to notify the family that day, as the family may need to adjust a home dose accordingly;
- (3) If students chronically fail to come for medications, the nurse will contact the parent to address the problem. The licensed prescriber will be informed of the poor compliance, so that the medication protocol can be reviewed and possible adjustments made, i.e., home administration, extended release medication;
- (4) Ongoing communication and collaboration between the school and parents will occur to assist students in assuming personal responsibility for their health behaviors;
- (5) A medication may be changed or discontinued by a written order of the licensed prescriber at any time. If a parent requests discontinuation of a prescribed medication without the prescriber's order to do the same, the School will send a confirmation to the parent with a copy to the prescriber of OWN Charter School 2's intention to discontinue the medication on the parent's request; and
- (6) When the dose of a medication is changed by a licensed prescriber's written order and a parent request, and the old pharmacy bottle label has not been corrected, the nurse may label the bottle with the correct dose until the new pharmacy labeled prescription bottle is received. The importance of parent compliance with sending in a new bottle quickly will be conveyed.

Storage of Medication:

- (1) No medication will be brought into OWN Charter School 2 without knowledge of the nurse. Procedures that facilitate this practice so that parents and students do not feel the need to hide medication or to circumvent cumbersome procedures will be publicized; and
- (2) All medications, except as otherwise arranged, will be properly stored and secured within a health office cabinet, drawer or refrigerator designated for medications only. The site must include a lock for the cabinet, drawer and refrigerator, as well as a lock to the outside health office door. Controlled substances will always be secured and will never be left open or accessible to the public at any time. Even self-directed students will not be given unsupervised access to controlled substances under the care of OWN Charter School 2. Whenever possible, medication storage units will be secured to the wall or floor, and will not have breakable glass doors. If possible, all medications will be stored in a health office. However, there may be instances when requests are made by a parent and physician for a student to carry and self-administer medications because of the emerging nature of the health problem or the severity of the health condition.

Carry and Self-administer Medication: If the OWN Charter School 2 nurse receives a request from a parent and licensed prescriber to permit a student to carry and self-administer her/his own prescribed medication, such decisions will be made on an individual basis and in accordance with the following criteria:

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

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

Emergency Medication: The requirements allowing registered professional nurses to administer agents used in the emergency treatment of anaphylaxis include:

- (1) Following non-patient specific standing orders and protocols authorized by a physician or a nurse practitioner; and
- (2) Maintaining or ensuring the maintenance of a copy of the standing order(s) and protocol(s) that authorizes them to administer anaphylactic treatment agents.

Non-FDA Sanctioned Requests/Herbal Remedies, Dietary Supplements and Natural Products: OWN Charter School 2 will not honor requests for use of herbal remedies, dietary supplements and natural products as they are not sanctioned by the FDA. Such matters will be explained to the parent whose cooperation will be sought to have such medications administered outside of school. An appropriate notation should be made on the student's health record.

19. Transportation

Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under Education Law §3635. Also describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation for Saturday school, test preparation or any transportation that does not align with district options.

The NYCDOE is responsible for providing transportation services to OWN Charter School 2's students. OWN Charter School 2's students will receive the same transportation services as other New York City public school students. Eligibility for busing and half-fare or full-fare Metrocards is determined by and provided by the Office of Pupil Transportation (OPT). After the School submits a Transportation Request Form and uses ATS or NIPSIS to supply the NYCDOE with the necessary information about its students, the NYCDOE will determine the eligibility for transportation of the School's students. This eligibility is based on age and distance from the School, in accordance with the Chancellor's regulations (Regulation A-801). OWN Charter School 2 will not guarantee parents that a child will have yellow school bus service or half-fare or full-fare Metrocards until such service eligibility has been confirmed by OPT.

Special education students often have different eligibility for transportation as well. Their eligibility is dictated by their IEP. Transportation for special education students will be provided in accordance with all applicable State and Federal laws. The School's 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 transportation, transportation becomes the responsibility of the child/s parents.

With regard to the days that OWN Charter School 2 is in session and the regular NYCDOE public schools are not in session (i.e. the charter school's extended year), the School will contract directly with its bus service provider assigned by the OPT and will pay for the buses out of its own school budget. Funds have been allocated to this transportation need in OWN Charter School 2's budget projections and will be an annual budgetary item of the School.

20. Insurance

Describe the insurance coverage the charter school education corporation will carry for the school including the name of the insured and amounts of insurance for liability, property loss, and personal injury and any school owned or leased vehicles or other property. Please include the costs for annual premiums in the proposal budget(s).

OWN Charter School 2 will carry insurance that includes adequate insurance coverage for liability, property loss and personal injury to students. We have consulted with the insurance broker of OWN Charter School, Austin & Co., Inc., which has provided OWN Charter School 2 with a ballpark, non-bind quote for insurance that includes: Business Personal Property (250k); Crime Coverage including Employee Dishonesty (350k), Computer Fraud (250K) and Forgery (275K); Business Interruption (750K); Automobile Liability (1M); General Liability including Employee Benefits Liability and Sexual Abuse/Molestation (1M per occurrence/3M aggregate), Directors and Officers Liability including Employment Practices Liability, Educators Legal Liability and Fiduciary Liability (2M), Umbrella Liability (10M), Excess Educators Legal Liability (10M), Student Accident (50K) and Catastrophic Student Accident(1M). The particulars of the proposal are provided in the Austin & Co. Insurance estimate below and are reflected in the budget. Workers' Compensation and Employer's Liability as well as New York State Statutory Disability will be secured through OWN Charter School 2's payroll service provider and expense assumptions have been incorporated in the budget presentations contained in this application.



Premium Indication - Year 1

(This is a ballpark premium estimate and is subject to completed applications and underwriting review. Rates are subject to change.)

For: Our World Neighborhood Charter School II		Date Prepared: 2/29/16	
Coverage		Limits	Premium
1	Property – Choice Form		
	Building	0	\$1,500
	Business Personal Property (BPP) including	250,000	
	Improvements & Betterments,		
	Computer Hardware & Software		
	Replacement Cost & Agreed Value		
	Earthquake & Flood	1,000,000	
	<i>Property Deductible:</i>	2,500	
	<i>Earthquake/Flood Deductible:</i>	25,000	
	<u>Equipment Breakdown</u>	Included	
	<u>Business Income with Extra Expense</u>	750,000	
	No Coinsurance Provision		
	<u>Automobile</u>		
	Hired and Non-Owned Liability	1,000,000	
	Hired Physical Damage	35,000	
2	<u>Crime</u>		
	Employee Dishonesty including ERISA	350,000	
	Forgery	275,000	
	Computer Fraud	250,000	
	Money & Securities:		
	Inside the Premises	50,000	
	Outside the Premises	25,000	
	<u>Directors & Officers</u>		
	Including Educators Legal Liability	2,000,000	\$3,000
	Internet Liability	Included	
	Workplace Violence	100,000 sublimit	
	Employment Practices Liability	2,000,000	
	Third Party Liability	Included	
	<i>* Retention:</i>	15,000	
	Fiduciary Liability	1,000,000	
	<i>* Retention:</i>	1,000	
	Defense Costs are Outside the Limits		
	<i>*Applies to both Indemnity & Defense Costs</i>		



Premium Indication - Year 1

(This is a ballpark premium estimate and is subject to completed applications and underwriting review. Rates are subject to change.)

For: Our World Neighborhood Charter School II		Date Prepared: 2/29/16	
Coverage		Limits	Premium
3	<u>General Liability</u>		
	Any One Occurrence	1,000,000	\$10,303
	Annual Aggregate	3,000,000	
	Abuse & Molestation Coverage	Included	
	Corporal Punishment	Included	
	Employee Benefits Liability	Included	
	<u>Student Enrollment:</u>	153	
	<u>Umbrella Liability</u>		
	Any One Occurrence	10,000,000	\$2,000
	Annual Aggregate	10,000,000	
4	Abuse & Molestation Coverage	Included	
	Corporal Punishment	Included	
	<u>Retention:</u>	10,000	
	<u>Excess Educators Legal Liability</u>		
	Including Directors & Officers and Employment Practices	10,000,000	\$1,000
	<u>Excess Fiduciary Liability</u>		
	Annual Aggregate	3,000,000	Included
	<u>Workers' Compensation & Employers' Liability</u>		
	Estimated Payroll:		
	Class 8868: School - Professional & Clerical		
5	Class 9101: School - All Other (maintenance, security, etc)		
	Experience Modification		
	Workers' Compensation is Subject to Audit		
	<u>New York Statutory Disability</u>		
6	<u>Student Accident</u>		
	Accident Medical Expense	50,000	\$550
	Accident Dental Expense	Included	
	<u>Deductible:</u>	0	
	Type of Coverage	Full Excess	
	<u>Catastrophic Student Accident</u>		
	Accident Medical Expense	1,000,000	\$113
	Accident Dental Expense	Included	
	<u>Deductible:</u>	50,000	
	Type of Coverage	Full Excess	
Total Annual Estimated Premium		\$18,466	

21. Fiscal Soundness

(a) Budget

Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient start-up funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal. Please note that schools that include at-risk designations, “preferences” or set-asides in their admissions policies may not be eligible for federal CSP grant funding.

Fiscal Soundness of Budget Plans

OWN Charter School 2 start-up budget plan, first-year budget and the five-year budget plan are sound because we have been conservative in our budget assumptions, have conferred with the OWN Charter School, Executive Director and Business Manager and it was noted that the school reviewed its financial, operational and programmatic structure and implemented specific changes to counter certain costs while giving prevailing salaries to staff working at similar educational institutions. Our benefits remain competitive which attracts talented teaching personnel. We have aligned our budget plans presented here with the needs of our robust academic program within the constraints of our known revenues and those we can reasonably expect to secure.

The budgets reflect the following conservative revenue assumptions:

Per Pupil Funding

- The School assumes a marginal increase of \$150.00 in addition to the current \$13,877 per pupil revenue from the District over the life of the charter. This amounts to \$14,027.00
- The School assumes it will have 12% of students will be designated as special needs. The School will assume for *revenue* budgeting purposes that 5% of its special education students will receive services between 20% and 60% (an additional 10,390 per student and 4% will receive services for greater than 60% of the day (an additional \$19,049 per student).
- The school is projecting to receive no special education reimbursement (except for IDEA funding) of approximately 40% of its special education students who receive services for less than 20% of the day. On the expense side, however, the School is assuming a comprehensive special needs program including 1 special education teachers (ICT), 1 special education (SETSS) and 1 ELL Teacher for on every grade level so as to be able to have a Collaborative Team Teaching educational setting for each grade. A special education coordinator is expected to be employed in year 2. The budget also includes professional development and staff training related to serving special needs students. Finally, it includes curriculum and instructional materials, needed by students with special needs as well as special education service expenses associated with related service providers who deliver interventions to our students in accordance with their IEP.

New York State Funding

- The School assumes it will receive the New York City Start-up Grant at the current levels of per pupil support for elementary grades in the first year of operation.
- The School assumes it will receive NYSTL, NYSSL and NYSLIBL funds for textbooks, software and library books and that per pupil amount remains flat.

- The School assumes it will receive NYS funding of 20% of per pupil income to support its facility rental cost.

Federal Funding Award

- While the School will apply for all eligible Title funding under the Federal No Child Left Behind Consolidated Title, for budgeting purposes, the School is assuming receipt of Title I and IIA at their current levels.
- The School is assuming it will be funded with the Charter School Planning grants at the maximum levels.
- The School assumes it will partner with OWN Charter School to provide quality service to enrolled students. As such, OWN Charter School will allocate \$100,000 from its \$300,000 21st Century grant funding to develop the School's afterschool program.

Other Funding Source

- The School assumes that it will run a net loss on the School Food program of 23%. While it will make every effort to ensure that parents of students eligible for reduced priced lunch and of students not eligible for free or reduced priced lunch pay for their children's lunch, to be conservative we will assume that parents fall short of their obligation.

EXPENSES

On the expense side, the largest expense category is the personnel staff at Our World Neighborhood Charter School— instructional and operational staff. In that category, our budgets reflect a realistic staffing structure over the five years, incorporating all administrative and instructional staff contemplated in our operational and academic program for general education students, special education students, struggling students, ELL students and other students at risk.

Teaching Description	2017-18	2018-19	2019-20	2021-21	2021-22
Grade Levels	K-1	K-2	K-3	K-4	K-5
General Education Teachers	6	9	12	15	18
Special Education Teachers (ICT)	1	2	3	4	5
Special Education Teachers (SETSS)	1	1	2	3	4
Special Education Coordinator		1	1	1	1
Assistant Teachers (K-2)	5	7	7	7	7
Social Worker	1	1	1	2	2
ELL Teacher	1	1	2	2	2
Reading Specialist/Intervention	1	1	2	2	2
Totals	8	10	12	13	13

The staffing includes certified teachers in each classroom K-5 having a certified Special Education teachers as well as Assistant, ELL and Reading/Intervention teachers gradually increasing throughout the grade levels as co-teachers to create a CTT environment.

In each of the five operational years beyond the start-up period, the School's budgets reflect very conservative assumptions. All revenue—including the largest revenue source State & Local per pupil

aid—remains flat. While revenues remain flat, expenses generally increasing at 3%. The budgets have left nothing out, from special education expenses, to Title I program expenses to per pupil art and music material supplies to robust instructional technology in each classroom to a student data management software to support our data-driven culture. We have sought to incorporate all possible costs contemplated by the educational program outlined in this Charter application.

The following sections provide detail into all the assumptions laid out in our Start-Up Period, our First Year of Operations and our Five Year Plan in order to demonstrate clearly the alignment of our budget with our school's educational and operational model.

START-UP PERIOD

The School will have a six-month start-up period beginning January 1, 2016 - June 30, 2017. The following narrative provides detailed information on the revenue and expense assumptions in the start-up budget and monthly cash flow statement.

Revenue

- The School assumes it will secure at least \$500,000 in CSP funds to support its start-up and implementation phases. Of that total amount, Our World Neighborhood Charter School has budgeted \$200,000 during its start-up year.

Expenses

The following table delineates what each budgeted expense line is comprised of and what assumptions were behind each line item. After the table, a more detailed description of each expense category is provided.

Budget Template Category	Comprised of:	Amount:	Assumption
Instructional Management	Principal	\$55,000	1 FTE annual salary is 110,000.
Operations/Business Manager	Operations Manager	\$25,000	1 FTE, annual salary is \$50,000.
Administrative Staff	Administrative Assistant/ Secretary	\$20,000	1 FTE, annual salary is \$40,000. This individual will cover duties of school secretary until one is hired at the beginning of the fiscal year.
Total Payroll Taxes and Benefits	Payroll Taxes, Fringe and Retirement Benefits	\$8,000 \$14,000 \$6,000	Payroll Taxes, 8% of gross salaries Fringe Benefits including Medical, Dental, Workers Comp. is estimated at 14% gross salaries and Retirement is estimated at 6% of gross income.
Legal Fees	Independent Consultants	\$5,000	Legal Fees

Travel	<i>Travel expenses for implementation</i>	\$900	Estimated Cost
Professional/Consulting		\$32,000	Estimated cost
Board Expense		\$3,000	Approximate cost
Technology	Data Management and Accounting Software	\$15,000	Approximate cost
Office Expenses	Office Supplies	\$7,500	\$1,250 per month
	Paper	\$1,500	Estimate
	External Printing	\$3,000	Estimate
	Postage & Shipping	\$1,500	Estimate
Staff Recruitment	Ads, Job Fairs, Marketing materials	\$10,000	Estimate
Student Recruitment	Marketing materials, ads, events	\$8,000	Estimate
Insurance	Directors & Officers and Commercial Liability	\$2,500	D&O Liability: Annual Premium, Austin Quote

Personnel

It is crucial that the Principal, Director of Operations, and Administrative Assistant are hired as soon as possible upon the granting of the charter in order to implement the tasks required during the start-up period including those listed below. The Bookkeeper and School Secretary will be hired at the start of the fiscal year when the school begins. Our World Neighborhood Charter School, the education corporation Program, specifically, the CEO, the Director Of Finance, the Director of External Affairs and the HR Coordinator and will support the school staff in a number of activities (it should be noted that the cost of central staff during the start-up period will be supported by OWN Charter School).

- Recruit and hire administrative and instructional staff
- Develop framework for school's accountability plan
- Develop the curriculum map for the first year of the school's operations
- Further develop, refine and formally adopt by the School's Board all relevant policies, and distribute to required stakeholders
- Work with the Board to identify areas requiring Board training focus and identify service providers for Board training
- Carry out Student Outreach and Marketing efforts (Note that even before the charter is approved, Board members and other stakeholders will be engaged in informing the community about the school)
- Conduct Student Lottery and undertake the student acceptance/admission process
- Purchase all furniture, fixtures and equipment for academic and operational purposes with delivery in time for school to open in August 2017.
- Finalize School transportation for students with NYCDOE Office of Pupil Transportation offices
- Arrange for food service with outside contracted food service company
- Purchase and accept delivery of all curriculum and school instructional materials
- Develop and adopt internal financial controls and establish all relevant all financial systems
- Develop agenda and secure any outside consultants required for Pre-Opening Professional Development Period
- Obtain 501(c)(3) Status for School

Contracted Services

- The School assumes \$39,500 to cover services provided for the application of OWN Charter School 2 and other contracted services through its opening.

School Operations

- \$3,000 is assumed to be spent on Board training. This assumes Our World Neighborhood Charter School 2 engages board training consultants (such as attorneys with expertise on nonprofit governance) to provide workshops for the Board and to facilitate a Board retreat before the opening of school. This will build the Board's capacity in its new role in oversight of two schools.
- \$15,000 in technology; \$5,000 for the purchase of student data management software which OWN Charter School is utilizing so that their systems are aligned and data can be collected and analyzed easily on an individual school level and on the "district" level. The accounting software will also be the same for both schools at an approximate cost of \$10,000 to share in the efficiency of the data when consolidated.
- Staff recruitment: \$10,000 to pay for advertisements, online job postings, job fair materials. Another significant role that OWN Charter School is providing to OWN Charter School 2 is in staff recruitment. OWN Charter School will take responsibility for implementing and managing the talent recruitment process under the direction of the Principal.
- Student recruitment: \$8,000 to pay for advertisements, refreshments for open houses, marketing material for students and families, translation services to ensure all materials are printed in languages in the dominant languages of the community.
- Office expenses will be incurred for general office supplies as well as postage and delivery for mailings for an estimated cost of \$13,500.

Facilities Operations and Maintenance

- Insurance: \$2,500 covers the Directors and Officers Liability and Commercial Liability Insurance.

During the start-up period, staff of that OWN Charter School 2 will operate out of space provided on an in-kind basis by OWN Charter School. As such, the School's staff will have access to office space and resources to carry out the school's start-up work without having a significant impact on the school's budget.

OWN Charter School will loan approximately \$119,399 to OWN Charter School 2 as a start-up cost for the school. The amount will be used to fund fixed asset cost as well as consulting expenses prior to the start of the School.

Fixed Assets

The school assumes that Fixed Assets will have an approximate cost of \$99,000. Below is a list of items the school will procure in its pre-opening months in anticipation of student instruction.

OWN Charter School 2 Pre-Opening Fixed Assets List		
Classroom Computers for students	54 Laptops @ \$1,000 ea.	54,000.00
Computers for Instructional Staff	15 Instructional Staff Laptops @ \$1, 000	15,000.00
Classroom furniture	2,500 per classroom for 6 rooms	15,000.00

Classroom Equipment	Smartboards @ \$5,000 for 3 classrooms	15,000.00

FIRST YEAR BUDGET

Revenue

In its first year of operations, the School will have 153 students. Of these 153 students, it is assumed the School will have a 12% population of Special Education students and a 70% free- and reduced-lunch population for Title I purposes. This is similar to the current experience of OWN Charter School.

The following streams of revenue are assumed.

- New York City School District Per Pupil Revenue of \$14,027 per student totaling \$2,146,131. This is the 2017-18 allocation and to be conservative, we assume it will remain flat throughout the first five year charter term.
- DYCD or New York City Start-Up Grant for \$110,823—a one-time grant in the first year of operations.
- The School assumes it will have a 70% of its students eligible for free- and reduced-priced lunch and receive \$500 per Title I students in Title I A and D funds totaling \$38,250 (these funds will be used to mainly support the cost of a Reading Specialist to work with TAP students in the first year's Title I program as well as instructional intervention materials specifically for TAP students).
- The School assumes that of the 12% of its population that is designated as special education students, with 5% of the students receiving services between 20% and 60% of the day and 4% of students receiving services over 60% of the day. We have assumed reimbursement rates of \$19,049 for the higher needs students and \$10,390 for the lower needs students. The school receives no reimbursement for students receiving less than 20% special education services per day.
- The School assumes IDEA income of approximately \$6,120.
- The School assumes E-Rate revenues of \$13,500.
- The School assumes it will receive the remaining \$200,000, \$200,000 and \$100,000 of CSP funds in Year 1, 2 and 3 respectively.
- The School assumes it will receive Title IIA funding in the amount of \$2,500.
- School lunch revenues have been calculated using prevailing food reimbursement rates for full, reduced and free lunches assuming 30% of our students are not eligible for free- or reduced-priced lunch, 50% are eligible for free lunch and 20% eligible for reduced priced lunch. This is based on the experience of Our World Neighborhood Charter School. We have assumed that we will be unsuccessful in collecting all the lunch money from parents and thus will operate the program at a net loss. Revenues are expected to be \$115,931.
- The School assumes it will receive NYSTL, NYSSL and NYLIB funds in the amount of \$79 per student or \$12,087 in the first year of operations that will cover these textbooks, software and library books.

Expenses

Personnel

The Table contained in Response Personnel delineates the personnel and corresponding FTE contemplated over the course of the five year budgets.

- Payroll taxes are assumed to be 8% of gross payroll and includes FICA and Medicare

- The School's Fringe / Employee Benefits include health, dental, workers compensation, SUTA and is assumed to be 14% of gross payroll.
- We have assumed Retirement/ Pension to be approximately 6% of gross salaries annually.

Contracted Services

Accounting/Audit: \$30,000 is assumed necessary to cover the cost of the School's annual financial audit by an independent Certified Public Accounting firm to issue an audit opinion on the school's financial operations. OWN Charter School 2 will be managed by the Director of Finance from the OWN Charter School, the education corporation who will work with the bookkeeper to set up the schools accounting systems, internal controls and provide guidance overall guidance for the school's fiscal operation on a day to day management, implementation and administration of the school's finances.

Payroll Services: OWN Charter School 2 assumes that payroll processing fee will be \$100 per employee per month. The estimated amount of \$32,400.

Food Service/ School Lunch The School assumes that the School Lunch Program will be a net profit during the first year of operation due to the small number of students. Though revenues from parents paying for full priced or reduced priced lunch may be difficult to collect. The school expects to recoup 100% of its total food meal costs. The cost is estimated at \$93,954.

Other Purchase/, Professional/Consulting This includes Academic Consultants (\$10,000) to support staff professional development, Special Education Consultants (\$5,000) who will provide related services to our students whose IEP require such services. A Public Grantwriter (\$5,000) will be engaged to write competitive public grants. During the first year of operation, the School will engage a consultant (\$16,000) to engage the school in a schoolwide planning process in order to convert from a Targeted Assistance Program to a Schoolwide Program for Title and other entitlement funding purposes.

School Operations

Board Expenses (\$1,000)

The School assumes \$1,000 related to consultants hired to provide the School's Board with training in the roles and responsibilities as stewards of public entities.

Classroom/Teaching Supplies and Materials @ 250 per student for a total of (\$38,250)

Special Education Supplies and Materials (\$8,262)

This includes materials and supplies designated for the instruction of special education students (obviously general education materials will also be utilized with the special education population). This is calculated to be \$450 per special education student.

Textbooks/Workbooks (\$11,475)

This is estimated at \$75 per student.

Equipment/Furniture (\$39,000)

This include non-capitalized incidental furniture and equipment for the classroom. Photocopier leased equipment at \$3,000 per month

Telephone (\$18,000)

This includes \$1,500 monthly charges for cell phone and internet services. The school has access to a hard wired phone system in the school building and all requisite phone equipment. Thus it will not have a budgetary impact on the school.

Technology (\$15,300)

This is ongoing maintenance and license fee for the student data management software at \$100 per student.

Field Trips (\$6,000)

\$1,000 per classroom.

Student Services (Other) (\$3,000) The School assumes it will conduct special events for students at a maximum cost of \$3,000.

Office Expense (\$26,501)

This includes office supplies, paper, external printing, and postage and shipping at \$1,000 per staff member.

Staff Development (\$15,000)

This is budgeted at \$576 per FTE and will cover all professional development activities, including travel to conferences in addition to workshops, seminars and professional development consultants.

Staff recruitment (\$3,500)

To cover such costs as advertisements, online job postings, job fair materials

Student recruitment (\$7,500)

To pay for advertisements, refreshments for open houses, marketing material for students and families ad translation services.

FACILITY OPERATION AND MAINTENANCE

Insurance (\$19,000)

The estimate is based on the Austin & Co. insurance quote for D&O, Commercial and other liability coverage.

Dissolution Escrow (\$25,000)

To establish a dissolution escrow fund in the event of the School's closure. This is the amount required by CSI.

Rationale for Breakdown among Functional Categories

The one-year budget plan required a breakdown of revenues and expenses between Program Services and Support Services and then a further breakdown within those categories among Regular Education, Special Education and Other and Management and General and Fundraising. All revenues and expenses have been allocated to each of the main categories and subcategories to the best of the School's ability using general assumptions based on the expected student demographic and the expected percentage of time that administrators, instructional and non-instructional staff would devote to these areas. At this stage, the percentages were our best estimates as to how these expenses would break down. In certain

instances, the School assumed that for school operation costs that would benefit all students, 88% were allocated for regular education, 12% to special education. For other general administrative costs, the school allocates 80% towards general education and 20% towards general administrative expense. Once the school is established and accounting systems developed, there will be formal systems and procedures to track the allocation of expenditures into these categories and subcategories. At that point the School will have the background based on operational experience to prepare budgets that reflected these programmatic allocations.

Revenue

During the course of the first five years of operation, the School will expand from 153 students to 477 by adding a new grade of 81 students at each grade level over the 5 year period.

The following streams of revenue are assumed:

- New York City School District Per Pupil Revenue of \$14,027 per student remains flat over the five year period, a conservative assumption.
- DYCD or New York City Start-Up Grant in only the first year of operations.
- The School assumes it will continue to receive \$1,000 in Federal IDEA funds beginning in Year 1 for each special education student it serves.
- The School assumes it will receive \$500 per Title I students in Title I A and D funds during the remaining four years of operation. (The assumption is that the school will have 70% of its students eligible for free- and reduced-priced lunch)
- The School assumes it will receive small allocation of Title IIA funding in the amount of \$2, 500 during the first and second years with a gradual increase of \$2,500 for each additional year.
- The School assumes it will receive 75% of its monthly telephone and internet usage costs reimbursed through E-rate during each of the remaining four years of operation.
- The School assumes that the School Lunch Program will be a net loss with revenues being 84% of total food expenses.
- The School assumes it will receive NYSTL, NYSSL and NYLIB funds in the amount of \$79 per student for each of the remaining four years of operation.
- \$500,000 of CSP funds are assumed during Start-up and the first two years of operations.

Expenses

Personnel

- Payroll taxes are assumed to be 8% of gross payroll and includes FICA and Medicare
- The School's Fringe / Employee Benefits include health, dental, workers compensation, SUTA and is assumed to be 14% of gross payroll.
- We have assumed Retirement/ Pension to be approximately 6% of gross salaries annually.

The following are the growth assumptions for costs in the designated categories:

Contracted Services

- Almost all contracted services are expected to grow by 3% annually.

School Operations

- The majority of expenses will grow at a 3% rate.

Facilities Operations and Maintenance

- Annual commercial liability insurance package grows annually by 3%.

Dissolution Escrow:

- An additional \$25,000 each year over three years is set aside in an escrow dissolution fund in case an additional \$75,000 is required by CSI for a new charter under an existing Education Corporation.

Private Facility Budget Scenario

The School's facility budget assumes that Our World Neighborhood Charter School II will be funded by NYS at a rate of 20% of the per pupil funding base rate of \$14,027. The space is apportioned at 90 square feet per student. The school assumes space rental to be \$22 per square feet. The School will make an application to seek space in a NYCDOE building. In the event that the school is denied, provisions are made to rent a space in a private facility.

OWN Charter School 2 2017-2022 Facilities Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<i>Enrollment</i>	153	234	315	396	477
<i>Space Need (1)</i>	13,770	21,060	28,350	35,640	42,930
<i>Facilities-Related Funding (2)</i>	\$429,226	\$664,880	\$892,117	\$1,119,355	\$1,346,592
<i>Facilities Expenses (3)</i>					
Rent @ \$22psf	\$302,940	\$656,464	\$883,701	\$1,110,938	\$1,338,176
Utilities @ \$5psf	\$68,850	\$105,300	\$141,750	\$178,200	\$214,650
Total	\$371,790	\$ 568,620	\$765,450	\$962,280	\$1,159,110

- Other costs within the Facility Operation and Maintenance category include the following assumptions:
 - The school will engage with an outside security firm to provide security for the school at an annual cost of \$33,680 in Year 1 growing at 3 % annually.
 - Utilities are estimated at \$5 per square foot and the school presumes 90 sq. ft. of use per student.
 - The school would contract out for janitorial staff through an outside company. Cleaning costs are estimated on \$3.50 per square foot basis. This is approximate cost is \$48,395
 - The school has budgeted for maintenance and repairs as needed for approximately \$10,000. An independent Contractor will be hired depending on the repairs to be completed.

Consolidated Budgets

In addition to the budget presentations for OWN Charter School 2, we have also prepared consolidated budgets which represent those of the entire education corporation, Our World Neighborhood Charter School Education Corporation. Both presentations include the budget for the original school, OWN Charter School that has been projected out to five years of a potential fourth charter term. For the original school has successfully operated an elementary and middle school over the past fifteen years and plans to carry on this experience through the opening of another elementary school through its first charter year. The revenue assumptions and expense assumptions for each individual school (and thus the education corporation) are primarily driven by two major factors: student enrollment and staffing.

These two responses provide student enrollment and staffing, respectively, for the education corporation. This enrollment and staffing plan is assumed in the education corporation budget.

Please note that in consolidating the budgets, there are similarities in most of the budget items except for Instructional Personnel FTE "Other" with the salaries area. The ELA and Math Coaches of OWN Charter School 2 are listed under the Instructional Personnel FTE "Other" with the salaries area, whereas in the consolidated budget, the Math and ELA Coaches are listed under the Deans, Directors and Coordinators for OWN Charter School.

Finally, because the assumptions behind the consolidated budgets were based on a comprehensive set of working papers for each school, the projected assumptions use different criteria in some cases. Since Our World Neighborhood Charter School has been in existence for approximately 15 years, the average income and expense (based on experience) for each item were utilized as a base for income and/or expenditures in the first year with average increases of 3% over the next five years. In cases where contracts and agreements were in place, estimates were based on such corresponding contracts and agreements for OWN Charter School. Current allocation of grants were used as an estimate for OWN Charter School income in the consolidated budget.

(b) Financial Planning

Explain the process the school will use to develop its annual budget including:

- **Who will be involved;**
- **How needs will be identified and weighed;**
- **The timeline for creating and approving budgets; and,**
- **Procedures for monitoring and modifying budgets and on what interval.**

Budget Process

The central office Director of Finance in association with the OWN Charter School 2 Principal, the central office CEO, and the OWN Charter School bookkeeper are responsible for the preparation and reporting on the school budget. The central office Director of Finance will support the OWN Charter School 2 Principal in the oversight of OWN Charter School 2's financial operations. There will be a school-based OWN Charter School 2 bookkeeper who will carry out the day-to-day responsibilities of implementing the school's financial operations under the direction of the central office Director of Finance. The central office Director of Finance will hold a CPA license. The central office Director of Finance will work closely with the OWN Charter School 2 Principal, to prepare the annual operating and capital budgets as well as cash flow projections. This team will utilize the input from the operations manager, technology coordinator and bookkeeper to arrive at various cost assumptions. Such assumptions are then formulated to arrive at the annual operating and capital budget. The assumptions and the draft budgets are then reviewed in detail by the Finance Committee of the Education Corporation Board of Trustees. Subsequent to the approval and any revisions thereof of the draft, the Finance Committee presents the budget to the full Board of Trustees. Once approved by the Board of Trustees the budget is adopted by the school.

Who Will be Involved

At the central office level, the CEO, the Director of Finance, the Director of External Affairs and will work with the school-based staff including the Principal, the operations manager and the bookkeeper in the preparation of the budget and would work as the Budget Preparation Team. The Finance Committee of the Board of Trustees would be responsible for the review and final approval of the budget. This is the Budget Team.

How needs will be identified and weighed.

Needs will be identified and weighed by the Budget Preparation Team. The OWN Charter School 2 Principal will present his or her analysis of the coming year's academic personnel and other than personnel needs along with the rationale for those needs, which must include data that supports those needs (i.e. student assessment data, teacher surveys, expected student enrollment, expected populations of students who will be served, the educational needs of the expected population, among other forms of data). The OWN Charter School 2 operations manager will be expected to undertake the same process using the School's operational data to prepare a list of personnel and other personnel needs for the coming year based on the School's operational data. The Bookkeeper of OWN 2 will aid in the gathering of the all budgetary information and will also work alongside the Director of Finance in the drafting of the budget. In a collaborative process, the Budget Preparation Team will prioritize the needs based on how they will support increased student achievement, implementation of the school and operational efficiency.

The Budget Preparation Team will review per pupil revenue sources that are attributable to OWN Charter School 2 students as well as committed private philanthropy and/or public grants specifically earmarked by the funder for OWN Charter School 2. The central office Director of External Affairs will prepare a sub-budget of expectations for philanthropy and public grants. This includes but is not limited to public/private grants, individual giving, special events programming, and corporate sponsorships. The central office Director of External Affairs has responsibility for raising funds for general and programmatic services for both OWN Charter School and OWN Charter School 2 individually and collectively, and the Board will be encouraged to raise funds for these purposes as well. The Director of External Affairs will also lead any and all initiatives that may include in-kind contributions or partnerships that may not directly lead to monetary affects to the OWN Charter School 2 budget (e.g. Out of School Time/SONAC grants). The OWN Charter School 2 Principal and the central office Director of Finance will prepare an initial draft budget to incorporate all funding sources attributable to OWN Charter School 2. Should any revenue remain, not specifically earmarked by the donor or funding source specifically to OWN Charter School 2, there is flexibility for the Budget Preparation Team to allocate those funds from OWN Charter School 2 to OWN Charter School to support its identified needs.

It should be noted that this budget preparation process will be undertaken separately with OWN Charter School using the same process. And similarly, should any revenue, not specifically earmarked by the donor or funding source specifically to OWN Charter School , remain, there is flexibility for the Budget Preparation Team to allocate those funds from OWN Charter School to OWN Charter School 2 to support its identified needs.

The Budget Preparation Team will review this budget and perform an evaluation of the various material changes in the budget with its current year's actual revenue and costs. The OWN Charter School 2 Principal and central office Director of Finance with feedback on the budget from other members would evaluate and finalize the draft of the budget.

Once both schools have produced final drafts of its budget the central office CEO and Director of Finance will review both school budgets as well as the corresponding financial position of the Education Corporation with the Finance Committee before presenting the budgets to the Board for final approval.

The central office CEO and central office Director of Finance may or may not be asked to make revisions to this draft budget based on recommendations by the Finance Committee. If this is the case, they will

work with the OWN Charter School 2 OWN Principal to review and make the recommended adjustments. The Treasurer with support from the OWN Charter School 2 Principal and central office Director of Finance will make a budget presentation to the Board at a full Board meeting. Revisions to the budget may arise based on recommendations by the Board. The final budget will be presented for ratification by the Board no later than the May meeting.

The timeline for creating and approving the budget.

The budgeting process will begin formally during January of each year and the budget will be finalized by the May/June board meeting.

Procedures for monitoring and modifying budgets.

The adopted budgets totals are entered in the accounting software by the bookkeeper with oversight from the central office Director of Finance for the new fiscal year, in order to prepare budget to actual reports. The central office Director of Finance will be responsible for preparing monthly and/or quarterly budget vs. actual reports of the which include the annual budget, current month actuals, year to date actuals, year to date budget, budget variance and review these statements with the OWN Charter School 2 Principal and the central office CEO. The OWN Charter School 2 Principal, the central office CEO, the central office Director of Finance will review these presentations with the Finance Committee which includes the Treasurer prior to the Board meeting. All material deviations will be documented and explained by the Principal. Any expected deviations in a budget category of more than \$5,000 and +/- 10% of the budget amount will be considered material. A discussion will be held regarding any material items by the Finance Committee regarding that particular budget category. If necessary the Finance Committee would bring the deviation to the Board's attention to discuss any negative (or positive) impact that deviation may have on the school's cash flow and financial position. Depending on the material impact to the school's overall budget and its probable impact on the operations, a budget modification could be proposed by the Finance Committee and voted by the full Board. This will allow the Board to make necessary arrangements to secure additional funding (through lines of credit/loans, private philanthropy) to cover expected shortfalls or re-allocate potential surplus funds to other areas of the budget.

(c) Fiscal Audits

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

Any application that proposes adding a school to an existing education corporation must provide specific procedures for conducting independent audits of consolidated financial statements for the education corporation and all of its schools.

As part of the Board of Trustees ongoing commitment to the financial health of the Our World Neighborhood Charter School Education Corporation, we will ensure our internal controls will continue to establish and provide reasonable assurance to achieve the effectiveness and efficiency of its operations, reliability of financial reporting and compliance with applicable laws and regulations. In conducting its annual audit for each entity, OWN Charter School and OWN Charter School 2, Our World Neighborhood Charter School Education Corporation will ensure the following procedures are in place:

- 1) The central office Director of Finance will ensure that an accounting policy and procedure manual is implemented at all its locations, OWN Charter School and OWN Charter School 2, to

establish guidelines regarding best accounting practices and principles. The central office Director of Finance will work closely with the Bookkeeper and Operations Manager at OWN Charter School 2 as well as appropriate accounting staff at OWN Charter School to ensure policies are followed.

- 2) All accounting entries will be performed via an accounting software as approved and used by the Our World Neighborhood Charter School Education Corporation.
- 3) All accounting functions such as accounts payable, accounts receivable, journal entries, bank reconciliations, cash management/receipts, fixed assets recording and monitoring, monthly closing of the financial systems, etc. will be performed by school-based accounting staff and monitored by the central office Director of Finance in anticipation of the year-end audit.
- 4) Monthly, quarterly and annual reporting of financial information will occur for all entities during the fiscal year as required by school policy and charter law. Reports will also be available for independent audits when needed.
- 5) The Our World Neighborhood Charter School Education Corporation will contract with an independent certified public accounting firm to issue a consolidated audited financial statement based on the financials of each entity. Said firm will test our control environment, the accounting system, control procedures, the accounting cycle as required by generally accepted accounting principles of the United States, of Our World Neighborhood Charter School Education Corporation and its two schools, OWN Charter School and OWN Charter School 2.
- 6) The consolidated financial statement of the education corporation will contain individual schedules for each school as well as the education corporation as a whole in addition cash flows between schools will be specifically reported.

(d) Dissolution Procedures

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution. Please note that specific assurances as to dissolution are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

OWN Charter School 2 will put \$75,000 in escrow in order to have sufficient designated funds to cover legal, auditing and other expenses related to the dissolution and closure of the school if that event were to occur; these funds are reflected in the budget plans included in this application. In the event of closure or dissolution of the School, the Our World Neighborhood Charter School Education Corporation Board of Trustees will delegate to the central office CEO the responsibility of managing the dissolution process in accordance with Education Law § 2851(2)(t). This process shall include notification to parents of children enrolled in the School. Additionally, a list of students attending the School will be sent to the New York City Department of Education ("NYCDOE"). The School will transfer student records to NYCDOE, and the parents of the enrolled students will be notified of the transfer of records. In the event of dissolution, since OWN Charter School 2 is part of the Education Corporation, any assets of OWN Charter School 2 are assets of the Education Corporation and therefore, no transfer to NYCDOE or another charter school would be required. The dissolution process will begin with a meeting of the central office CEO, central office Director of External Affairs, central office Director of Finance, the OWN Charter School 2 Principal, operations manager, bookkeeper, the Education Corporation Board Chair and Treasurer and the School's legal counsel. The purpose of this meeting will be to review and confirm a dissolution plan and timeline developed by the central office CEO and OWN Charter School 2 Principal, based on guidance from the Charter School Institute's closure plan outline, that will be used to guide the dissolution process. Upon approval of the plan and timeline, the central office CEO, OWN Charter School 2 Principal and the Board Chair will meet with representatives of the Charter Schools Institute to review

and discuss the dissolution plan and timeline. The outcome of this meeting is a final dissolution plan and timeline that will be used to manage the School's dissolution process.

Days 1-5: a) The OWN Charter School 2 operations manager will deliver a current student list to the NYCDOE; b) The OWN Charter School 2 Principal will conduct a meeting with NYCDOE to discuss openings and availability for students being displaced by the closure or dissolution; c) The central office CEO, the central office Director of Finance, OWN Charter School 2 operations manager and OWN Charter School 2 bookkeeper and the Board Treasurer will conduct a meeting with its auditors, to begin a process of identifying assets required for transfer; d) The OWN Charter School 2 Principal will notify all parents in writing of the closure of the School and the ensuing placement process; e) The OWN Charter School 2 Principal will meet with the students to discuss the School's closing and the ensuing placement process; f) The OWN Charter School 2 operations manager will schedule and advertise a school-day meeting with students and an evening meeting with parents and others where the OWN Charter School 2 Principal and central office CEO and central office Director of External Affairs will discuss the School's closing and the transfer of students to other public schools; g) The OWN Charter School 2 principal and/or his or her designee will host a series of information sessions for families and students about the possible schools available and identify the assistance that will be provided during the transfer process; h) The School's operations manager with support from the central office Director of External Affairs will also disseminate information via letters, e-mail and through its website to parents and the public regarding its closing, the dissolution process and the placement of students in other public schools; i) The OWN Charter School 2 Principal, along with student support personnel (including special education teachers, ELL Specialist and Social Worker) will schedule a placement meeting with each enrolled student and his/her parents to discuss his/her placement.

Days 5-15: The OWN Charter School 2 Principal will prepare a written report for the central office CEO confirming the scheduling of placement meetings for each student. The OWN Charter School 2 Principal and his or her designees will commence student placement meetings, and the operations manager will provide written notice to appropriate office departments such as transportation, food services and school safety of the closure to ensure adequate time for modifications to existing procedures. The OWN Charter School 2 Principal will notify in writing the school principals in other NYC public schools likely to receive transfers from the School and provide contact information for School personnel handling transfers.

Days 15-30: The OWN Charter School 2 Principal and/or his or her designees will continue with student placement meetings. A list of students and their known preferences for relocation will be prepared by the operations manager for review by the OWN Charter School 2 Principal. The operations manager will transfer student records to the NYCDOE upon completion of the placement meetings and the new schools' acceptance of OWN Charter School 2 students via ATS. Parents of the enrolled students will be informed of the transfer of their students' records to the NYCDOE and provided a copy of those records, and the OWN Charter School 2 Principal and central office CEO will conduct a final meeting with the NYCDOE to ensure that each student has been properly enrolled in a local public school or has confirmed their enrollment in a non-public school.

Transfer of Assets: Because the assets involved are the assets of the Education Corporation, a transfer outside of the Education Corporation would not be required.



**New School Proposal
Budget(s) & Cash Flow(s) Template**

Consolidated Our World Neighborhood Charter School

Contact Name: Brian Ferguson
Contact Title: Executive Director
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

First Academic Year: 2017-18

Pre-Opening Period: July 1, 2016 - June 30, 2017

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.

PRE-OPENING CASH FLOW 6-MONTH	OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 2						
*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 YEAR FOLLOWING PROPOSAL SUBMISSION						
	Do NOT complete this section. Complete tab "6) Pre-OP Cash Flow 1-Yr."						
Total Revenue	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-
	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	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 6-MONTH		OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 2						
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION Do NOT complete this section. Complete tab "6) Pre-OP Cash Flow 1-Yr."						
Total Revenue Total Expenses Net Income Cash Flow Adjustments Beginning Cash Balance Net Income		-	-	-	-	-	-	-
		JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES								
ADMINISTRATIVE PERSONNEL COSTS		FTE No. of Positions						
Executive Management	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS		-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		-	-	-	-	-	-	-
Fringe / Employee Benefits		-	-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS		-	-	-	-	-	-	-
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 6-MONTH		OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 2							
*NOTE:		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION							
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."		Do NOT complete this section. Complete tab "6) Pre-OP Cash Flow 1-Yr."							
Total Revenue		-	-	-	-	-	-	-	-
Total Expenses		-	-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-	-
Cash Flow Adjustments		-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-	-
		JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
SCHOOL OPERATIONS									
Board Expenses		-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-	-
Staff Development		-	-	-	-	-	-	-	-
Staff Recruitment		-	-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE									
Insurance		-	-	-	-	-	-	-	-
Janitorial		-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	-	-	-	-
TOTAL EXPENSES		-	-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 6-MONTH		OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 2						
*NOTE:		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION						
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."		Do NOT complete this section. Complete tab "6) Pre-OP Cash Flow 1-Yr."						
Total Revenue		-	-	-	-	-	-	-
Total Expenses		-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-
Cash Flow Adjustments		-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-
		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		-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-
ENDING CASH BALANCE		-	-	-	-	-	-	-

21(f) Letters of Commitment

Attach letters of commitment for any funding from private contributions, grant funds or other philanthropic sources included in the school budget. List the amounts and the anticipated uses for the funding.

Not Applicable.

21(g) Non-SUNY Financials

This request pertains only to applicants associated with one or more private or charter schools that SUNY does not authorize. All other applicants should indicate, "Request is not applicable" in response to this Request.

Attach the following documents covering the last five years for each private or charter school that SUNY did not authorize including any out of state school that is currently associated with a replicating applicant:

- **IRS Form 990s;**
- **Audited financial statements; and,**
- **Management or Advisory Letters from the independent auditor (if applicable).**

This is Not Applicable.

Timeline July 1, 2016-June 30, 2017

Please note the following Key:

Please note the following Key:				Activity Takes Place during these Months (Start and End Date)					
				Activity Does Not Take Place					
Activity	2016 Jul/Aug	2016 Sep/Oct	2016 Nov/Dec	2017 Jan/Feb	2017 Mar/Apr	2017 May/Jun	2017 Jul/Aug	Responsibility Of	NOTES
Legal and Organizational									
Latest possible date Our World Neighborhood Charter School Education Corporation will be issued an amended provisional charter to include OWN Charter School 2 (by operation of law 90 days after SUNY Board issues approval, the school legally exists) is October 1.									
Governance									
Hold Board Training Sessions with emphasis on governance of two charter schools under one education corporation								Board, proposed central office staff	Note: This is an ongoing process. The Board and central office staff (as necessary) will participate in sessions facilitated by legal and other consultants to ensure each member's understanding of the Board's fiduciary responsibilities now as overseers of two charter schools.
Fund Development									
Develop fundraising plan in order to cultivate donors and secure private philanthropy								Board, central office Director of External Affairs	
Prepare and Submit CSP Narrative and Budget for Start-up and Implementation Grants								Central Office Director of External Affairs, central office Director of Finance and central office CEO	Note: Application will be made for Federal CSP start-up and implementation grants as soon as it is eligible to do so upon approval of charter.
Apply for Consolidated Title Funds								Central Office Director of External Affairs	Note: Application will be made for Title funds through the Consolidated Title Application as soon as the RFP is issued.
Research and apply for all other available competitive funding opportunities and private grant opportunities								Central Office Director of External Affairs	Central Office Director of External Affairs will on an ongoing basis identify potential sources of private and public funding opportunities with a plan to submit formal proposals and applications upon approval of charter.
Apply for DUNS number for OWN Charter School 2								Director of External Affairs	Note: DUNS number needed for CSP Funding.
Human Resources									
Review and revise OWN Charter School Employee Handbook to reflect two schools and central office staffing								Central office CEO and Director of Finance and Board	Note: Should OWN Charter School 2 be authorized, it is the intention of the Board of Trustees of the Education Corporation to establish and ratify formal personnel policies that will govern the recruitment, hiring, management and termination of staff at both schools operating under its auspices. These policies will be based on the current OWN Charter School personnel policies contained in the 2016-17 Employee Handbook. Prior to the start of OWN Charter School's 2016-17 school year, SUNY will have made a decisions as to whether OWN Charter School 2 will be authorized. Because personnel policies are reviewed and updated, as necessary each year, should OWN Charter School 2 be authorized, the process for review and revision of the current personnel policies for the 2016-17 will be done with an eye towards ensuring the policies are written to cover the central office staff as well as the two schools that would be operating under the education corporation.

Timeline July 1, 2016-June 30, 2017

Please note the following Key:

Please note the following Key:				Activity Takes Place during these Months (Start and End Date)					
				Activity Does Not Take Place					
Activity	2016 Jul/Aug	2016 Sep/Oct	2016 Nov/Dec	2017 Jan/Feb	2017 Mar/Apr	2017 May/June	2017 Jul/Aug	Responsibility Of	NOTES
Recruit and hire Principal and Administrative Assistant								Central Office CEO and central office human resources coordinator	Note: Recruitment for the Principal begins upon submission of the application in order to have identified a top candidate should the school be chartered. Ideally the Principal will be on staff by January 1, 2017. In addition, an administrative assistant will also be on staff at that time to support the Principal.
Recruit and hire operations manager and bookkeeper								Principal with support of Central Office Director of Finance and human resources coordinator	
Recruit and hire other administrative and instructional staff required for first year of operations								Principal, when hired, with support central office Human Resources Coordinator	Note: The goal will be to have signed contracts with all required administrative, support and instructional staff by July 1, 2017. Task assumes all necessary background checks and securing of fingerprints have been completed
Develop Evaluation Tools for Principal, Assistant Principal and all other administrative, instructional and non-instructional staff								Central Office CEO and central office Director of Finance, Orincipal (when hired), Board	Note: The goal will be to develop and finalize tools before FY 2017-18
Conduct Staff Orientation Activities and Pre-Opening Staff Development (August 2017)								Principal, central office CEO	
Student Marketing, Recruitment, Lottery, Admissions, Enrollment									
Continue Student/Family Outreach and Marketing Efforts								Central Office Director of External Affairs, Principal and operations manager (both when hired)	Note: Task assumes Student/Family Outreach and Marketing Efforts have been ongoing throughout the post-application submission period and post-approval period. Process may be extended if sufficient number of applications are not secured to fill seats in school. Application deadline is April 1, 2017
Conduct Student Lottery, generate acceptance list and waitlist (April 2017)								Principal, Operations Manager with support of Director of External Affairs	Note: Lottery to be conducted on or about Apr 15.
Send out acceptance packages to students/families, continue to take names of waitlist as necessary. Paperwork contains student registration form, emergency contact form, Home Language Information Survey, Free and Reduced Lunch Form, Student Release forms for test data, Media Release Forms, Medical Forms, Records Release form from previous schools, School Calendar and other necessary paperwork								Operations manager and administrative assistant	Note: Begins post-lottery. The process of sending out acceptance letters and taking students off waitlist is expected to be ongoing starting upon completion of lottery and continuing through August and throughout the school year as families may decline the acceptance or withdraw their child from the school.
Request/Secure Student Records from Students' Schools								Operations manager and administrative assistant	Note: Begins post-lottery and is an ongoing process as students may be accepted in school off wait list.
Facilities									
Secure School's Facility								Board Facilities Committee, central office CEO and Director of External Affairs	Note: The Board assumes it continues working on the potential facility solutions as described in the charter application post-application submission, the space should be secured and ready to be occupied no later than July 1, 2017. This assumes that if the facility is not a NYCDOE facility, then the C of O has been obtained, it is ADA compliant or is exempt from ADA compliance due to grandfathering, but has adequate plans to accomodate students with disabilities, has provided CSI with necessary documentation regarding suitability of the school and the legal review of the proposed lease.

Timeline July 1, 2016-June 30, 2017

Please note the following Key:

Please note the following Key:				Activity Takes Place during these Months (Start and End Date)					
				Activity Does Not Take Place					
Activity	2016 Jul/Aug	2016 Sep/Oct	2016 Nov/Dec	2017 Jan/Feb	2017 Mar/Apr	2017 May/Jun	2017 Jul/Aug	Responsibility Of	NOTES
Arrange accounts for phone and internet connectivity, electric, gas and other utility services as necessary								Operations Manager and administrative assistant	<i>Note: This is dependent upon whether the school is in a DOE facility (in which case this step would not be required) or in a private facility and when the School's lease with the private facility begins. Assuming lease begins in July 1, 2017, the School should arrange appropriate services no later than June 15, 2017.</i>
Purchase and Accept Delivery of all necessary administrative Furniture, Fixtures and Equipment in order for administrative staff hired to be able to operate out of school facility								Operations Manager and administrative assistant, central office Director of Finance	
Provision classrooms space with required furniture, technology and other equipment. Order and accept delivery of appropriate equipment for food services (heating and refrigeration).								Operations Manager and administrative assistant, central office Director of Finance	<i>Note: Order all necessary FFE and accept delivery no later than July 30, 2017</i>
Order and Accept Delivery of any special equipment required for academic and operational purposes (i.e. a fireproof locked file cabinet for special education records)								Operations Manager and administrative assistant, central office Director of Finance	
Financial and Operational									
Develop and Adopt Internal Financial Controls Policies and Procedures for OWN Charter School 2, secure an independent CPA to review and provide an opinion on these Internal Controls.								Treasurer of Board, Board, central office Director of Finance	<i>Note: It is the expectation that Board will be developing this document during the post-application period. The School Board of Trustees' should approve and adopt this policy no later than the inaugural Board meeting after the charter is authorized. Review and opinion by an independent CPA as well as correcting any deficits identified by CPA should occur prior to Board approval.</i>
Establish all relevant financial systems: Payroll, Billing, other disbursements as per Internal Controls Policy and Procedures.								central office Director of Finance, Board Treasurer	<i>Note: It is the expectation that the School's Board will have finalized these systems and have begun implementing these systems by December 31, 2016 as school-based staff will be on board by January 1, 2017.</i>
Further develop and refine and ultimately formally adopt by the the School's Board of Trustees the School's policies including but not limited to Discipline, Personnel, Grievance, Whistleblower, Medications Administration Plan, Health Services Plan, Technology Plan, School Safety Plan, FERPA, FOIL and distribute to relevant stakeholders.								Board, central office CEO, central office Director of Finance, Principal (when hired), operations manager (when hired)	<i>Note: These policies and procedures should be vetted by legal counsel and other professional consultants as appropriate. Certain policies should be completed at different times during this period; for instance, Personnel Policies should be ratified at the first board meeting as employees are expected to join the staff on Jan 1, 2017 and be on the School's payroll at which time they should be provided with the approved Employee Manual.</i>
Communication with NYCDOE re: contracting with transportation								Operations manager and administrative assistang	
Communication with food vendor re: food service at school								Operations manager and administrative assistant with support from central office Director of Finance	
Arrange for required CPR training of staff and obtain required defibrillators.								Operations Manager and school nurse (when hired)	

Timeline July 1, 2016-June 30, 2017

Please note the following Key:

Please note the following Key:				Activity Takes Place during these Months (Start and End Date)					
				Activity Does Not Take Place					
Activity	2016 Jul/Aug	2016 Sep/Oct	2016 Nov/Dec	2017 Jan/Feb	2017 Mar/Apr	2017 May/Jun	2017 Jul/Aug	Responsibility Of	NOTES
Establish checking account with financial institution								Board Treasurer	Will be done as soon as the education corporation receives its amended provisional charter to include OWN Charter School 2.
Secure updated D&O Insurance Policy to cover two schools under the education corporation								Board, central office Director of Finance	<i>Note: This should be in place as soon as the education corporation receives its amended provisional charter to include OWN Charter School 2</i>
Secure updated Umbrella Commercial Liability Policy, Property, Student Accident, Professional Liability to cover two school under the education corporation								Board,central office Director of Finance	<i>This should be secured to start July 1, 2017</i>
Secure PowerSchools for OWN Charter School 2								Operations manager with support from central office Director of Finance	
Contract with Security and Building Maintenance Company								Operations Manager with support from central office Director of Finance	<i>Note: For the non-DOE facility scenario. The Director of Operations will conduct a competitive bidding process to select these outside contracting services for building security and maintenance and will abide by guidelines for securing a contractual relationship as laid out in the internal financial controls policy and procedures manual. Board will ratify selection.</i>
Develop and finalize final first year budgets								Central office CEO, central office Director of Finance, Board Treasurer, principal, operations manager, bookkeeper	This should be approved by June 2017 board meeting
Educational Planning for first year's academic program, development of assessment protocol, curriculum and instructional resources								Principal with support from central office CEO	
Develop Full Curriculum for Year 1								Principal, central office CEO and support from instructional coaches at OWN Charter School	<i>Note: The Principal with support from Central office CEO and OWN Charter School instructional coaches will develop instructional tools (curriculum maps, scope and sequence) for the first school year, however, these will be living documents and will continue to be refined with input from instructional staff throughout the school year.</i>
Select, order and accept delivery of all necessary curriculum and instructional materials including assessment materials as necessary.								Principal, operations manager, administrative assistant and central office Director of Finance	
Develop Agenda and Engage Appropriate Outside Training Consultants as Necessary for Pre-Opening Professional Development Period. Develop Professional Development Plan for Year 1								Principal with support from central office CEO and OWN Charter School instructional leadership	
Obtain any existing special education records, including IEPs, for all entering students with disabilities								operations manager and administrative assistant	This is ongoing as students are accepted into OWN Charter School 2
Develop special education policies and procedures, including record keeping process, pre-referral and referral process								Principal and Special Education Teacher with support from central office CEO and OWN Charter School Director of Special Education	

Timeline July 1, 2016-June 30, 2017

Please note the following Key:

Activity	Activity Takes Place during these Months (Start and End Date)
1. Preparation and Planning	January - February
2. Recruitment and Outreach	March - April
3. Program Implementation	May - July
4. Evaluation and Reporting	August - September
5. Dissemination and Follow-up	October - November

Activity Does Not Take Place

Activity	2016	2016	2016	2017	2017	2017	2017	Responsibility Of	NOTES
	Jul/Aug	Sep/Oct	Nov/Dec	Jan/Feb	Mar/Apr	May/June	Jul/Aug		
Create class lists, student schedules and disseminate to teachers and students/families								Principal and operations manager	

23. Supplemental Narrative

(a) If there is any additional information that would help the Institute and SUNY Trustees evaluate the proposal, please describe it here and provide a rationale for its inclusion. If no supplementary information is necessary, please indicate that this Request is not applicable.

Because of the similarity of the names of the entities involved in this charter application and business plan, we would like to use this optional response to clearly define the nomenclature we have used to distinguish among the entities. The three entities are:

1. Our World Neighborhood Charter School, the Education Corporation
2. Our World Neighborhood Charter School, the K-8 charter school in CSD 30 that opened in 2002.
3. Our World Neighborhood Charter School 2, the proposed K-5 charter school which is a replication of the CSD 30 charter school and would be, if approved, a second charter school operated under the existing Education Corporation.

Throughout this charter application and accompanying business plan,

The Education Corporation is referred to as:

- Our World Neighborhood Charter School Education Corporation
- Our World Neighborhood Charter School

The CSD 30 K-8 charter school is referred to as:

- OWN Charter School

The proposed K-5 charter school is referred to as:

- OWN Charter School 2

Throughout the application, we have discussed central staff positions that would result if OWN Charter School 2 is approved. As discussed in the charter application and business plan, the current OWN Charter School Executive Director, Business Manager and Development Director will transition to the central office CEO, Director of Finance and Director of External Affairs, respectively. The central office positions will not begin until July 1, 2017—when OWN Charter School 2's first school year begins. During OWN Charter School 2's start up period, however, OWN Charter School's Executive Director, Business Manager and Director of Development will be carrying out their central office roles and responsibilities vis-à-vis OWN Charter School 2 while still in their current positions at OWN Charter School.

23(b) Supplemental Attachments

Submit attachments, documents, etc., discussed in response to part (a) above. If no supplemental documents are necessary, please indicate that this Request is not applicable.

Not Applicable.