

2024 TRANSMITTAL AND SUMMARY FORM

Please refer to the 2024 SUNY Request for Proposals document available at <https://www.newyorkcharters.org/resource-center/applicants/> when completing this form. Contact charter.newapp@suny.edu with any questions.

Proposed School Information			
(note: If proposing multiple schools, a separate Transmittal is required for each one)			
Proposed Charter School Name: (Must include words "Charter" and "School")	Finger Lakes Classical Academy Charter School		
Education Corporation Name (if different than proposed charter school name):			
	Ed. Corp Status:	New Ed Corp	
Proposed Opening Date (Month/Year):	September 2025	School District of Location (or NYC CSD):	Auburn Enlarged City School District

Proposed Grades to be Served and Enrollment			Proposed Affiliations (if applicable)	
Charter Year	Grades	Enrollment	Charter Management Organization ("CMO"):	
Year 1	K-4	78	CMO Contact Info (Name, Phone):	
Year 2	K-5	104	Partner Organization:	
Year 3	K-6	126	Partner Contact Info (Name, Phone):	
Year 4	K-7	150	<i>NOTE: A CMO provides a majority of educational management services at a school, a partner organization is a non-profit entity that provides space or support to the school but is does not provide a majority of educational management services.</i>	
Year 5	K-8	172		

Lead Applicant(s) Contact Information					
Lead Applicant Name:	Maureen Kinney Angotti				
Applicant is a (check all that apply):	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input type="checkbox"/> District Resident	<input type="checkbox"/> SUNY Ed Corp/Charter School
Organization Name (if applicable):					
Applicant Mailing Address:					
Phone Number (direct line):		Secondary Phone Number:		Email Address:	

Secondary Applicant Name (if applicable):	Martha Rescigno				
Applicant is a (check all that apply):	<input checked="" type="checkbox"/> Parent	<input checked="" type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input type="checkbox"/> District Resident	<input type="checkbox"/> SUNY Ed Corp/Charter School
Organization Name (if applicable):					
Applicant Mailing Address:					
Phone Number (direct line):		Secondary Phone Number:		Email Address:	

Name: **Joseph Rescigno** Phone #: **315-409-3029** Email: **rescigno.j@gmail.com**

Program Design

Provide the proposed school's mission statement in the space below. **(Maximum 200 words.)**

Finger Lakes Classical Academy Charter School's mission is to train the minds and improve the hearts of young people through a classical, content-rich education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue in an orderly and disciplined environment. FLCACS believes that all students benefit from a rigorous, content-rich educational program and that it is the right and responsibility of parents to direct the upbringing and education of their children with their school as their partner in helping them fulfill this responsibility. FLCACS seeks to ground children in solid, universal, foundational skills through tried and true methods and curriculum. We offer an accessible education for children from diverse socio-economic, language, and skill-level backgrounds so that all have the opportunity to succeed and flourish. We aim to use the great ideas of the past but will also use the backing of modern scientific studies to test the ancient methods and compare them with modern ones. Students are taught with the Socratic Method, encouraging strong thinking and communication skills, fundamental to a sense of self-worth and future success. Character and virtue are emphasized as studies have shown that determination and grit are fundamental to success.

Provide the proposed school's key design elements. Provide a brief **(up to 50 words)** description of each key design element.

- The liberal arts prepare students for self-government, using a curriculum rich in literature (the Great Books), history, sciences, math, music and art, and physical education. Prompted by Socratic questioning, encouraging independent thought, students discuss the great literary works, with characters and stories illuminating human nature and the beauty of language.
- Core Knowledge is a proven content-rich and cumulative approach, integrated across subjects by grade level, building upon itself at each successive grade. The content is dense, specific, and sequenced to prepare students for future success. CK meets and exceeds the needs of students with disabilities, ELL, economically disadvantaged, and accelerated.
- Access Literacy teaches the mastery of language, reading, and spelling, using an explicit phonics approach, teaching children to read by presenting a thorough, explicit, multisensory explanation of the sound-symbol relationship for the spelling patterns of English (phonetics) and the rules and consistencies governing their use in English words (orthography).
- Latin is a foundational language for English and the Romance languages. Latin trains the mind in clear, orderly thinking and provides a background for the vocabulary of the sciences, law, and medicine. The Paideia Institute has developed a program that seamlessly incorporates the study of Latin, Spanish, and English.
- The study of chronological (to help connect the dots of history and provide perspective) history will be told through the stories (powerful way of communicating ideas) and words of primary sources and biographies (allowing for a deeper personal understanding), along with their geographical context (for a visual picture).
- The language of mathematics brings order to the physical universe. It teaches practicalities, logic, reasoning, and problem solving. Singapore math will be used to ensure a complete foundation of concepts and facts. Math will be ability grouped to help us to focus on the needs of each individual learner.
- Elementary science will be based on known facts. Biology, chemistry, and physics will begin in the lower grades. Familiarity with terminology and concepts will prepare them for future grades. Students will observe the wonder and beauty of nature, with as much hands-on practicality as possible, exploring the world around them.
- Classical education understands the importance of beauty. Visual arts and music will be taught K-8 and offered as electives in high school. Just as the great people in history and the great works of literature are essential, so are the great compositions in music and the visual arts in history.
- As the benefits of cursive handwriting have been demonstrated by recent brain science, the practice of cursive handwriting will be used at FLCACS. Studies show that cursive uses both hemispheres of the brain at the same time and increases learning.
- The study of virtuous behavior and good manners and habits, along with a uniform dress code, will produce an orderly and respectful environment, fostering academic excellence and inspiring the perseverance to work through difficult tasks. A robust code of conduct for students, teachers, staff, administrators, and parents will be expected.
- The School Leader, under board supervision, will be responsible for academics, curriculum, and daily management. The working relationship with the Business Manager, Special Education/Academic Success Coordinator, and Curriculum Leader will be an essential key to success. Teachers will be required to be knowledgeable and proficient in their coursework.

Provide a brief overview of the proposed school's academic program in the space below. The description should address any specific philosophical, instructional, curricular, or other approaches the school intends to implement and the rationale for this selection. **(Maximum 500 words.)**

Classical education has a history of over 2,500 years in the west. It began in Ancient Greece, was adopted by the Romans, faltered after the fall of Rome, made a slow but steady recovery during the Middle Ages, and was again brought to perfection in the Italian Renaissance. Its value was recognized and passed to England and from England to America. At the time of this nation's founding, classical education was still thriving.

From a research base, classical education is most closely aligned with cognitivist learning theories. These theories postulate that children generate knowledge and meaning through the sequential development of their cognitive abilities, such as the mental processes of recognition, recall, analysis, reflection, application, creativity, understanding, and evaluation. The learner requires assistance to develop prior knowledge and integrate new knowledge, supporting the Core Knowledge philosophy and the need for cultural literacy. The learner requires scaffolding to develop schema and adopt knowledge from people and their environment. The educator's role is pedagogical in that the educator must develop conceptual knowledge by managing the content. This theory relates to stages of learning where the learner solves well-defined problems through a series of stages, from the foundation to the shell structure to the details that make life beautiful. (excerpts from Seven Oaks Classical School)

To achieve our mission, FLCACS will emphasize an education in the humanities, the sciences, and the arts in several current and research-based curricula/programs, which include: the Core Knowledge Sequence, which is a specific, grade-by-grade core curriculum of common learning; Access Literacy's Literacy Essentials: The Journey From Spelling to Reading teaches children to read by presenting a thorough, explicit, multisensory explanation of the sound-symbol relationship for the spelling patterns of English (phonetics), as well as the rules and consistencies governing their use in English words (orthography); and Singapore Math which is a conceptual approach to mathematical skill building and problem-solving. Students will receive a rigorous classical liberal arts education that will align with and exceed New York State standards. Students will receive meaningful homework, and teachers will train students at all levels in intelligent, logical, and independent thinking. FLCACS's curriculum, coupled with academically appropriate supplemental programs, has proven to be successful for all students, including special needs students and English Language Learners.

FLCACS will be innovative. Students will study Latin informally in the elementary grades. Students will learn Latin roots, which improves reading comprehension and vocabulary. Students will also study history mainly through primary source documents to promote analytical skills and essential insight into their culture and heritage. Another unique aspect is the instruction in classical virtues. These will be integrated throughout the curriculum and in all grades. At FLCACS, high academic achievement, personal discipline, ethics, and personal responsibility will consistently be reinforced through academics and school culture.

Classical education upholds a standard of excellence and has proven itself over time. We believe our high standards and research-based curriculum will provide students with a rigorous and robust education that will challenge them to excel not only in academics but in character development. Students will graduate as highly literate, knowledgeable, and ethical citizens who are well prepared to be responsible members of their families, communities, and country.

Proposed Board Members

Provide a list of all proposed board members below. The Institute understands that applicants may add trustees to the education corporation's board in the future but expects applicants to have at least five board members at the time of application submission and identify a Chair, Vice-Chair, Secretary, and Treasurer. All proposed board members must undergo background checks and be present at an interview to constitute a functioning board in order for the Institute to recommend the charter for approval.

For each proposed trustee please provide a brief biographical statement (**maximum of 200 words each**) that includes each proposed trustee's:

- Name;
- Proposed charter school board title, if applicable (e.g., Chair, Vice-Chair);
- Current job title/position and company/organization;
- Past job title(s)/position(s) and company/organization (if applicable);
- Educational background including degree(s) earned and institution(s); and,
- Any relevant experience including boards, volunteering, community organizations, etc.

-Maureen Kinney (Angotti) resides in Cayuga County in Auburn and is the mother of six children. She received her B.S. from SUNY Buffalo in psychology, focusing on fine art. She spent numerous years in mental health management at both residential and outpatient facilities. She was a founding member of a local private school and served on the board of that school, where she continues to volunteer her time. Besides being the lead applicant for FLCACS, she provides the organization and coordination needed to keep moving forward with the application and start-up process.

-Martha (Mitchell) Rescigno grew up in Cayuga County, the Southern Cayuga School District, and completed her student teaching there. She has five children and currently homeschools the youngest three. She graduated from Hillsdale College with a BA in History, a Spanish minor, and a K-5 teaching certificate. She was the Director of Veritas Homeschool Cooperative for five years, where she also taught. She is currently a Co-Director of Redeeming Mondays and Redeeming Thursdays Cooperative in Liverpool, NY. She provides the knowledge and experience needed to develop a classical scope and sequence and assist in its implementation in the classroom.

-Nikki Kersbergen grew up in Onondaga County and graduated from Bishop Ludden Jr./Sr. High in Syracuse. She attended Hartwick College in Oneonta, NY and earned a BA in English and a BA in Psychology with a minor in Women's Studies. She moved to Long Island and joined Teach for America in NYC. She taught full-time at John Adams High School (a Title I school in Queens) while completing an MA in Secondary ELA Education at Brooklyn College. Nikki relocated to Wayne County in 2007. She taught high school ELA at the Experiential Center at Wayne Finger Lakes BOCES and Geneva City School District. She spent her last 2.5 years with Geneva CSD as a Teacher on Special Assignment, managing the before/after school program and over \$8 million in grants. She was recruited by the CFO of Eugenio Maria de Hostos Charter School in Rochester and has spent 3.5 years as a Teacher on Special Assignment Senior Accountant and 1.5 years as the CFO/Finance Manager. She provides the knowledge and experience necessary to apply for grants and to develop and implement a balanced budget.

-Bruce MacBain, a retired Moravia Public School Principal and Adjunct Professor at SUNY Cortland, earned his BA in Arts and Sciences from Cornell, his JD in Law and his MA in Education from Syracuse University, and his CAS in Educational Administration from Cortland State University. Bruce has raised his children in Cayuga County and is committed to the growth of our community.

-Holly Grant was a teacher for almost 20 years; Holly taught mathematics to kindergarteners through professional engineers. Her doctoral dissertation on partial differential equations spanned topics in numerical methods, parameter estimation, and asymptotic analysis. Currently, she uses data analytics to investigate the Foundation Aid Formula to find equitable funding options for all students in New York. Since the COVID-19 pandemic, she has taught U.S. Citizenship classes for Catholic Charities, volunteered at National School Choice Week's legislative day, and administered support to organizations in Syracuse, NY, that help provide basic needs for their young children.

Lead Applicant Signature

Signature:

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

NOTE: The Institute only accepts valid digital signatures or physically signed scanned copies. Please do NOT submit typed signatures. Please contact the Institute directly if you have questions





R-00a - Transmittal and Summary Form

Final Audit Report

2024-06-02

Created:	2024-06-02
By:	Daniel Angotti (dangott14@gmail.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAAw_wxFiOEIdIk_IsZdIQcJj5SNx9mkpO5Z

"R-00a - Transmittal and Summary Form" History

-  Document created by Daniel Angotti (dangott14@gmail.com)
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-  Document emailed to maureen angotti (angottijp2@gmail.com) for signature
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-  Document e-signed by maureen angotti (angottijp2@gmail.com)
Signature Date: 2024-06-02 - 10:45:27 PM GMT - Time Source: server
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The request is not applicable.

R-01ac Community Need and Proposed School Impact

A. Community Description and Need

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

- *Describe the applicant's rationale for selecting the community;*
- *Describe founding team members' connections and ties to the proposed community of location;*
- *Provide evidence demonstrating that the proposed school would provide an educational program aligning with the goals and needs of the community. (In other words, explain why this school and why this place?);*
- *A description of the community from which the proposed school intends to draw students. Applicants should consider the "community" as those areas from which the school intends to recruit a majority of its students, which may or may not be the school district (or in New York City, the CSD) of location alone;*
- *A description of community demographics, including the demographic statistics of the student populations (e.g. race/ethnicity, poverty, students with disabilities and English language learners ("ELLs"), as well as an analysis of demographic trends. Applicants may find some of this information at NYSED's Data Site, and may include other current, reliable sources;*
- *Performance of local schools in meeting the community's needs, including discussion of the strengths and weaknesses of the public and nonpublic school options in the intended community of location;*
- *How the proposed school would provide a needed alternative for the community, including discussion of any existing charter schools in the area and how the proposed school's program is different and would provide greater educational benefit to students who would attend the proposed school; and,*

A. Community Description and Need

Per datausa.io/profile/geo/cayuga-county-ny, in 2022, Cayuga County, NY had a population of 76k people with a median age of 43.4 and a median household income of \$63,227. Between 2021 and 2022 the population of Cayuga County, NY declined from 76,644 to 76,171, a -0.617% decrease and its median household income declined from \$59,602 to \$63,227, a 6.08% increase. In 2022, the median property value in Cayuga County, NY was \$158,900, and the homeownership rate was 70%.

The 5 largest ethnic groups in Cayuga County, NY are White (Non-Hispanic) (88.4%), Black or African American (Non-Hispanic) (3.36%), Two+ (Non-Hispanic) (3.77%), White (Hispanic) (1.23%). According to U.S. Census estimates, about 2.3% of the population has Ukrainian ancestry, the highest percentage of any county in New York". (Statistic is from: https://auburnpub.com/news/local/faces-of-ukraine-refugees-in-auburn-recall-war-there-welcoming-here/article_2fe2d1b8-d972-565d-9450-8b385d05aeb1.html and <https://censusreporter.org/profiles/05000US36011-cayuga-county-ny/>).

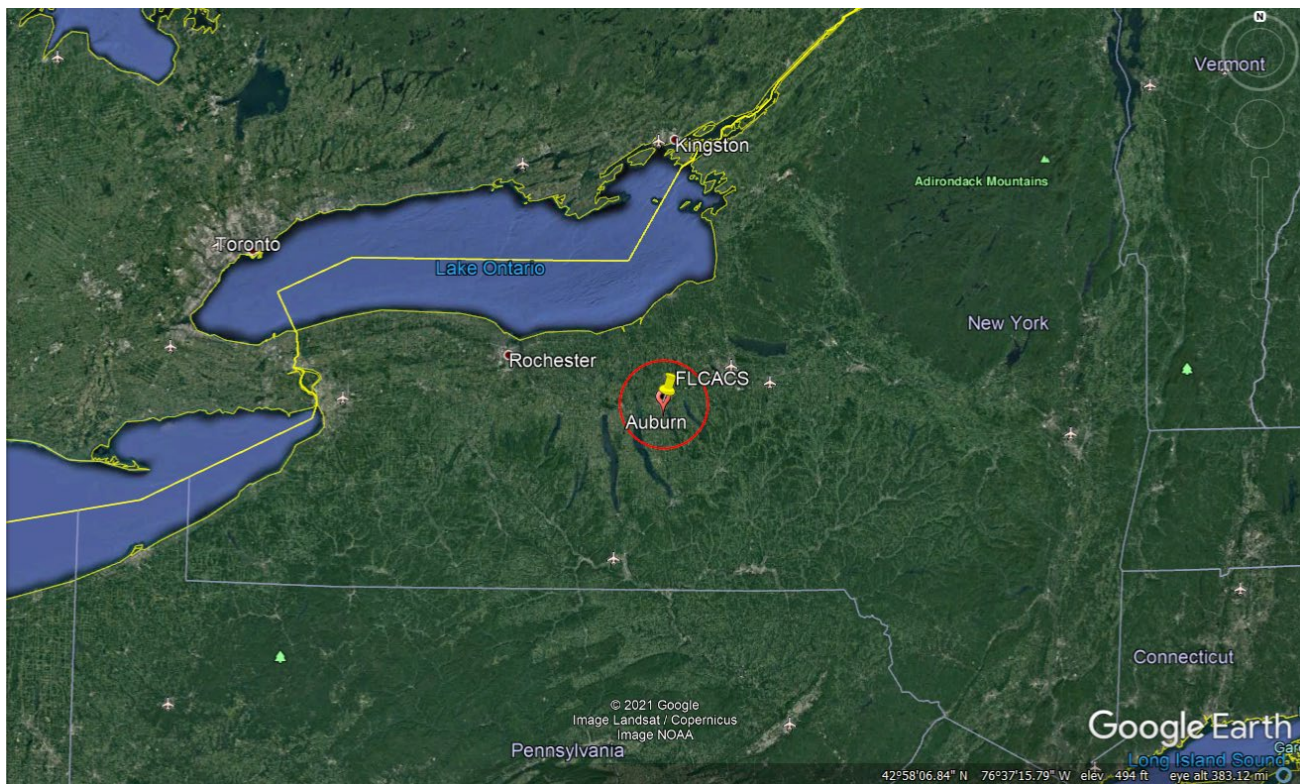
None of the households in Cayuga County reported speaking a non-English language at home as their primary shared language. This does not consider the potential multilingual

nature of households, but only the primary self-reported language spoken by all members of the household. 98.9% of the residents in Cayuga County, NY are U.S. citizens.

The largest universities in Cayuga County, NY are Cayuga County Community College (323 degrees awarded in 2022), Wells College (59 degrees), and Cayuga Onondaga BOCES-Practical Nursing Program (21 degrees).

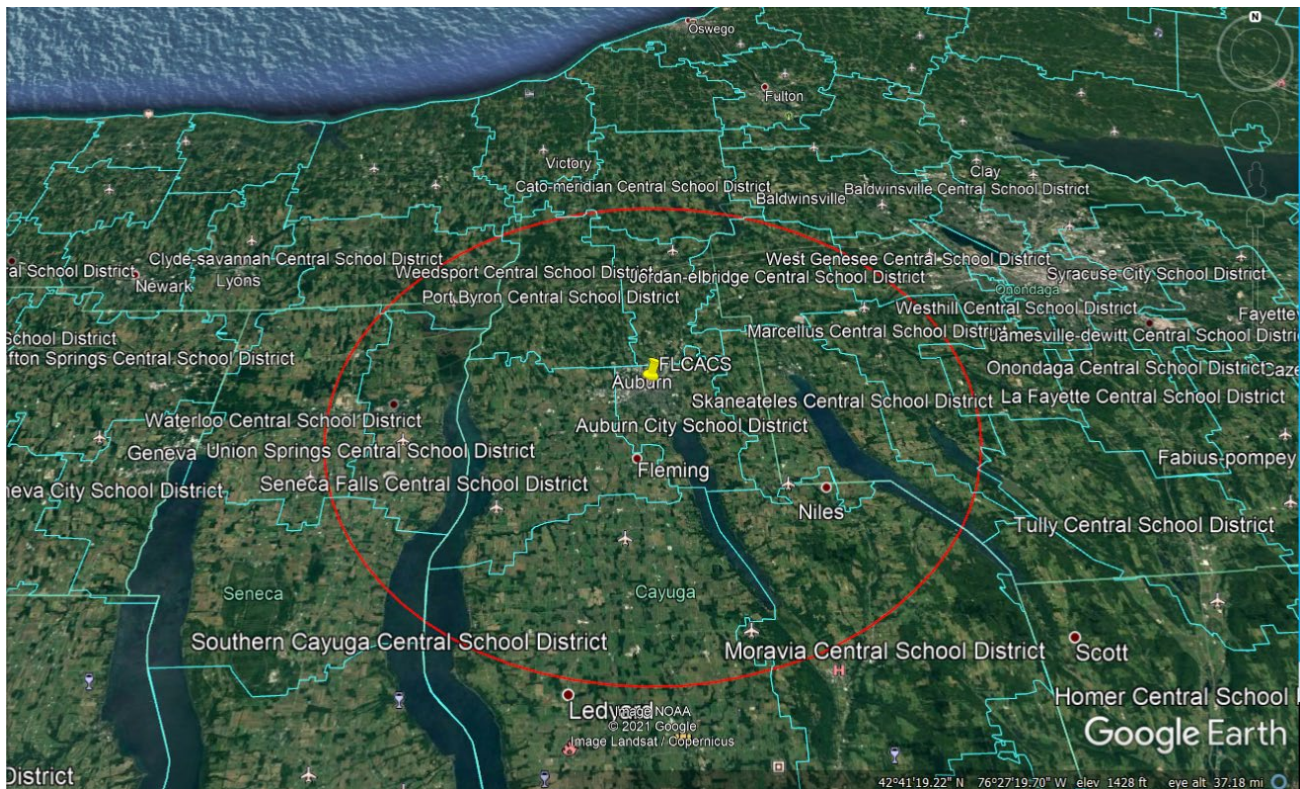
Finger Lakes Classical Academy Charter School will be located in Auburn, NY (2022 pop. – 26,674) in the center of Cayuga County (2022 pop. – 76,171), a rural farming community in the eastern portion of the Finger Lakes region. It is bordered on the west by Seneca County (2022 pop. – 33,651), another rural area, and on the east by Onondaga County (2022 pop. - 472,637), which while home to Syracuse (2022 pop. – 146,134), has vast areas of farmland on the west side bordering Cayuga County.

Industry in the area is mostly agricultural and tourist-based, with the vast rural area being utilized by many farmers, as well as tourist attractions such as the William H. Seward House and the Harriet Tubman House. According to the 2023 Poverty Report from the New York State Community Action Association, 13.5% of Cayuga County, New York's population lives below the poverty line, which is higher than the national average of 12.6%. Rural distances, a lack of educational options, and poverty make it difficult for families to find alternatives to public schooling. A lack of infrastructure, where broadband internet is still missing in many areas, made the Covid-19 shutdowns even more strenuous for students trying to keep up with their education.



While the home district of FLCACS is the Auburn Enlarged City School District, our 15-mile radius outreach comprises 13 different school districts. These districts are as follows:

Auburn City School District
Port Byron CSD
Clyde-Savannah CSD
Jordan-Elbridge CSD
Seneca Falls CSD
Cato-Meridian CSD
Weedsport CSD
Southern Cayuga CSD
Union Springs CSD
Moravia CSD
Skaneateles CSD
Marcellus CSD
West Genesee CSD



The majority of our students, approximately 65%, will come from four districts: Auburn, Port Byron, Clyde-Savannah, and Jordan-Elbridge. These districts have a combined ranking in the 23rd percentile, with three out of the four having a combined ranking in the 16th percentile. (*Statistics are from <https://data.nysed.gov/> and www.schooligger.com*).

In 2021, these four districts also had an average of 54% of their students listed as economically disadvantaged, and 16% with Special Educational needs.

District	Enrollment	Students with Disabilities	Disabilities Percentage	Economically Disadvantaged	Economically Disadvantaged Percentage
Auburn City SD	3788	667	18%	2412	64%
Port Byron CSD	713	116	16%	643	90%
Clyde-Savannah CSD	734	131	18%	436	59%
Jordan-Elbridge CSD	1073	194	18%	492	46%
Total	6,308	1,108	70%	3,983	259%

95% of the FLCACS enrollment comes from 10 of the 13 districts, these ten districts have an average of 50% economically disadvantaged and 15% with Special Educational needs.

Incorporating all thirteen districts results in 40% economically disadvantaged and 14% with Special Educational needs. Even with the success of the last three districts, Skaneateles, Marcellus, and West Genesee, we have still received interest from those areas.

Description of Specific Population FLCACS Intends to Serve

The proposed school will serve families within approximately a 15-mile radius of FLCACS, targeting a population including:

- Economically disadvantaged
- Academically struggling
- Families seeking a tuition-free school choice option with high academic achievement
- Students with disabilities
- English language learners whose parents are employed on area farms

As stated above, the four districts that will make up 2/3 of our student population come from an economically disadvantaged segment. It also comprises an academically struggling segment. Our classical education model, utilizing Singapore Math, providing for Latin and Spanish, and placing an emphasis on phonics-based learning will be a tremendous aid to those students having a difficult time attempting to succeed in the typical district's curriculum and environment.

General Proficiency in all student populations in these four districts are below the New York State levels:

Proficiency Scores of All Students Grade 3-8 ELA & Math

Assessment	Auburn	Port Byron	Clyde- Savannah	Jordan- Elbridge	NYS
2022 ELA	26%	32%	19%	43%	47%
2022 Math	28%	N/A	11%	36%	41%
2023 ELA	26%	35%	17%	37%	48%
2023 Math	35%	40%	17%	44%	52%

Needed Alternative / Rationale for Selecting Community

Due to spacing concerns, the Covid-19 pandemic impacted public schools more than the smaller private schools, resulting in more shutdowns and virtual learning for public school students. This has resulted in more interest in private schools as many students and parents have preferred in-person teaching over virtual teaching. John Paul II Academy, an Elementary and Middle School in the area more than doubled their enrollment in 2020-2021. Tyburn Academy and St. Albert the Great, two Catholic Schools in the Auburn District also increased in size. Truxton Academy, one of the closer charter schools to us, also saw an increase in interest.

While we have worked with Truxton Academy Charter School in developing our plans, they are in a different area (Cortland County, NY) and have a different academic focus, the rural farming industry. There are charter school options in Ithaca, Rochester, and Syracuse as well. The closest of these charter school options, and yet still at a significant traveling distance, is in Syracuse. As such, this area is a charter school desert. Combined with the number of economically disadvantaged students and the lack of academic performance in the area, our belief is that the need for a charter school alternative is great. This is the reason why we chose this community.

While acknowledging the few religious private schools in our area that saw an increase in enrollment since the Covid pandemic, we do not necessarily feel that our presence will have an impact on them. Most families are specifically choosing them due to their religious foundation and will likely continue. In our public outreach events, this population expressed support but did not indicate they would make a charter choice due to the lack of religious instruction. Also, we are offering a tuition-free education that aids not only the economically disadvantaged community, but the lower middle class as well. The current private school families are the ones who can afford tuition.

The Auburn area is very much a middle-income, working-class community. At its center is a maximum security prison, the Auburn Correctional Facility, which employs over 1,000 people. The Cayuga Correctional Facility is also nearby in Moravia, a district that touches our 15-mile radius, as well as Five Points Correctional in Seneca County. The middle and lower-income population is not normally able to attend tuition-based schools. Although the increase in private school attendance does show a trend in parents looking for more alternatives, homeschooling with two parents working and private tuition options are unrealistic for most. Research has documented how incarceration exacerbates the disadvantages experienced by those who are incarcerated, such as inadequate education and vocational skills.

Undereducated and lower-skilled workers are overrepresented in prisons. Imprisonment leads to employment history gaps, diminishes social networks that can assist in a job search after release, and creates stigma and restrictions that become barriers to getting hired. A majority of communities from which individuals are arrested and subsequently incarcerated, as well as return, are low-income areas. This includes Cayuga County. These communities often do not have the capacity to assist their residents in areas of mental health, substance use disorder treatment, employment opportunities, healthcare, and housing. Many former prisoners return to communities to live alongside other former prisoners or where their families established themselves during their incarceration.

Onondaga and Cayuga County are two areas with some of the largest Ukrainian populations in the nation. Auburn, NY, specifically, has become a safe haven from war for Ukrainian migrants. From Ukrainian migrants escaping the brutality of Hitler's reign during and post World War II, to newer faces, escaping the ongoing Ukrainian War, who were welcomed with open arms by the already existing and strong Auburn Ukrainian community. The Ukrainian Catholic Church is still thriving, although their school of 72 years, closed due to financial stress. The church's priest, Father Vasile, "has been a beacon for those living through the war in Ukraine, guiding 31 refugees from their beloved homeland to his community in Auburn, New York" (Dolgin, 1). The classical curriculum's, and specifically Access Literacy, focus on phonics would be an asset to any English language learner. <https://centralcurrent.org/how-a-central-new-york-city-became-a-safe-haven-from-war/>

The Booker T. Washington Community Center, established in 1927 "to serve as a community resource for the African-American community"; is a treasured establishment that continues to serve over 700 youth from grades K-12. The center offers before and after-school programs (an opportunity for outreach and collaboration) and "serves as a community summer food site for the Food Bank of Central New York". <https://btwcc.org/history/> The local YMCA also offers before and after school services, many onsite at the schools. This would be an opportunity for one of the FLCACS's teachers to offer homework assistance directly to students.

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 geographic area, including whether these schools have open enrollment options for students and if so at which grade levels;*
- *Information demonstrating a thorough analysis of existing educational options for the community and target population that considers ongoing demographic changes and trends and attempts to project their impact on enrollment at nearby public and nonpublic schools;*
- *Analysis of how the proposed school's enrollment plan would impact the academic programs, enrollment, and overall viability of the public and non-public schools; and,*
- *If proposing to replicate and add a school to an existing education corporation, also discuss the programmatic impact on the existing school(s) within the education corporation including if the new school would facilitate or necessitate changes to the existing school(s)' academic program, enrollment, or overall viability.*

FLCACS is expecting to pull 30% of its enrollment from the Auburn City School District, 20% from the Port Byron Central School District and the balance of the enrollment spread over the other eleven districts. Those eleven break out as follows: 8% from Clyde-Savannah, 7% each from Jordan-Elbridge and Seneca Falls, 5% each from Cato-Meridian and Weedsport, 4% each from Southern Cayuga, Union Springs, and Moravia, and the final 6% from Skaneateles, Marcellus, and West Genesee.

Auburn has the largest number of schools available, with 7 being part of the public school system. The other four are split into 2 Montessori schools and 2 Catholic schools that are affiliated together, one being the elementary school and the other being the middle/high school.

Port Byron, the district we expect to pull 20% of our population from, has two schools making up their public system and the private school is a Mennonite school.

The breakdown of each district's number of schools from 2021 can be found on the following page:

<u>District</u>	<u>Grades</u>	<u># Elementary Schools</u>	<u># Middle Schools</u>	<u># High Schools</u>	<u># Alt. Schools</u>
Auburn Enlarged CSD	K-12	5	1	1	4
Port Byron CSD	PK, KG-12	1	1	1	1
Clyde-Savannah CSD	PK, KG-12	1	1	1	1
Jordan-Elbridge CSD	PK, KG-12	1	1	1	0

Seneca Falls CSD	K-12	2	1	1	1
Cato-Meridian CSD	PK, KG-12	1	1	1	0
Weedsport CSD	PK, KG-12	1	1	1	0
Southern Cayuga CSD	PK, KG-12	1	1	1	1
Union Springs CSD	PK, KG-12	1	1	1	4
Moravia CSD	PK, KG-12	1	1	1	0
Skaneateles CSD	K-12	1	1	1	0
Marcellus CSD	K-12	1	1	1	0
West Genesee CSD	K-12	4	2	1	0

The private schools in the area (alternative schools) total ten schools, consisting of 8 religious institutions and two Montessori schools. Of the eight religious schools, two are Seventh Day Adventist schools, two are Mennonite Schools, and the other four are non-denominational Christian, however, three of those four are Catholic and accept all religions. Those schools are listed below:

<u>Alt. School List</u>	<u>Grades</u>	<u>District</u>	<u>Enrollment</u>
Creative Minds Montessori	PK-8	Auburn	35
Montessori of the Finger Lakes	PK-6	Auburn	42
St Albert the Great	K-6	Auburn	65
Tyburn Academy of Mary Immaculate	7-12	Auburn	72
Seneca Bible Baptist Christian School	K-12	Seneca Falls	16
Peachtown Elementary	K-8	Southern Cayuga	23
Frontenac SDA Elementary School	1-8	Union Springs	10
Union Springs Academy (SDA)	9-12	Union Springs	81
St John Paul II Academy	K-9	Union Springs	35
Cayuga Mennonite School	1-8	Union Springs	47
Conquest Parochial School (Mennonite)	1-8	Port Byron	43
Clyde Mennonite Parochial School	1-8	Clyde	39

The impact on the existing student population is minimal, with less than 0.5% coming from the current elementary population in the 13 districts, with 0.8% coming from Clyde-Savannah, and 2% coming from Port Byron. Our home district of Auburn only impacts less than 0.6% of the student population.

These percentages do not take into account the Alternative School population, but this population is extremely small. While most of the private schools have open enrollment, four of the ten do not have open enrollment. The Mennonite schools and Seventh-Day Adventist schools are both closed religious communities.

We expect our impact on the private schools to be minimal, specifically because most individuals who are currently attending religious education are looking to continue having the religious aspects of the curriculum included, which is not a part of FLCACS. We have met with the Catholic School administrators that cover three of the schools in the area, Tyburn Academy/St. Albert the Great, and St. John Paul II. All of these conversations resulted in a consensus that the addition of FLCACS would not only NOT have a major impact on their population, but also could increase their attendance as the availability of school choice and the awareness and success of classical education would disseminate throughout the general public. While not committed to being fully classical, these Catholic schools have a classical approach and some classical curriculum choices within specific classes, as well as an understanding and value of classical education.

C. Fiscal Impact

The Act requires an applicant to provide “an assessment of the projected programmatic and fiscal impact of the school on other public and nonpublic schools in the area.”¹⁶ Complete the fiscal impact table in the budget template (found in the Applicant Resource Center of the Institute’s website) and include a copy with this response. Discuss the fiscal impact of the school on other public and non-public schools in the area including:

- ***Enrollment expectations;***
- ***Per Pupil Allocation assumptions using the most recent school per pupil aid, available on NYSED’s website;***
- ***Dollar amounts the proposed school anticipates receiving from each anticipated sending district in per pupil funding;***
- ***Other projected revenue the proposed school anticipates receiving from the district (special education, grants, etc.);***
- ***Projected budget for the school district of location (please note the source and year for this figure); and,***
- ***Yearly projected impact as a percentage of each sending district’s budget (for districts projected to send at least ten students).***

For the Fiscal Impact on the community schools, please see the next two pages with specific impact information on the two main districts FLCACS will be servicing:

Largest Enrollment District: AUBURN CITY SD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for AUBURN CITY SD School District	Projected Impact (% of District's Total Budget)
Year 1 (2024-25)	22	12,158	267,480	22,523	290,002	104,404,172	0.278%
Year 2 (2025-26)	32	12,304	393,730	36,694	433,424	104,404,172	0.415%
Year 3 (2026-27)	40	12,452	498,069	52,685	550,754	104,404,172	0.528%
Year 4 (2027-28)	48	12,601	604,854	56,609	661,463	104,404,172	0.634%
Year 5 (2028-29)	56	12,752	714,132	68,532	782,664	104,404,172	0.750%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:				chrome-extension://efaidnbmninnibpcapjpcglclefindmkaj/ https://www.aecsd.education/tfiles/folder1450/Budget%20Expenditures%20%20%26%20Budget%20Statement.pdf			

Second Largest Enrollment District: PORT BYRON CSD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for PORT BYRON CSD School District	Projected Impact (% of District's Total Budget)
Year 1 (2024-25)	16	12,541	200,651	12,847	213,498	24,867,816	0.859%
Year 2 (2025-26)	18	12,691	228,441	17,095	245,536	24,867,816	0.987%
Year 3 (2026-27)	22	12,843	282,557	26,523	309,079	24,867,816	1.243%
Year 4 (2027-28)	28	12,998	363,933	30,266	394,199	24,867,816	1.585%
Year 5 (2028-29)	34	13,154	447,222	40,942	488,164	24,867,816	1.963%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:				chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/ https://www.pbcschools.org/site/handlers/filedownload.ashx?moduleinstanceid=417&dataid=1600&FileName=PortByron_Budget_Newsletter_2024-25-9.pdf			

As stated above, we do not expect to have a Fiscal impact on the nonpublic schools in the community as we do not anticipate many students coming from their ranks.

R-02ab Addressing Need

A. Mission

Provide the mission statement for the proposed school. The mission statement should be brief, clear, and communicate the purpose of the proposed school to its stakeholders and the public.

Our Mission Statement:

Finger Lakes Classical Academy Charter School's mission is to train the minds and improve the hearts of young people through a classical, content-rich education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue in an orderly and disciplined environment. FLCACS believes that all students benefit from a rigorous, content-rich educational program and that it is the right and responsibility of parents to direct the upbringing and education of their children with school as their partner in helping them fulfill this responsibility. FLCACS seeks to ground children in solid, universal, foundational skills through tried and true methods and curriculum. We offer an accessible education for children from diverse socio-economic, language, and skill-level backgrounds so that all have the opportunity to succeed and flourish. We aim to use the great ideas of the past, but will also use the backing of modern scientific studies to test the ancient methods and compare them with modern ones. Students are taught with the Socratic Method, encouraging strong thinking and communication skills, fundamental to a sense of self-worth and future success. Character and virtue are emphasized as studies have shown that determination and grit are fundamental to success.

Source: <https://www.elitecme.com/resource-center/rehabilitation-therapy/grit-defining-it-and-how-it-can-lead-to-success>

B. Key Design Elements

Provide a clear and concise overview of the proposed school's key design elements, which are the most important, non-negotiable aspects of the school critical to its success. This may include elements such as a specific subject focus or theme (e.g. the arts, environmental science, social justice, etc.), specific targeted student population the school would serve (e.g. students with autism, multi-language learners, overage and under-credited students, etc.), specific programs (e.g. career and technical education, International Baccalaureate, etc.), unique staffing models, schedules, assessment systems, and so forth.

In addition to a list of the proposed key design elements, please include:

- An analysis of any research, evidence of effectiveness, or examples of existing programs that support the selection of these key design elements with appropriate citations;*
- Discussion of how the school will determine if it is effectively executing its key design elements in a way that is aligned with its mission; and*
- Discussion of how the key design elements address the specific needs identified in Request 1.*

The key design elements are outlined to implement important objectives highlighted in the New York Charter Act (Education Law 2850(2)).

- Finger Lakes Classical Academy Charter School will offer a classical education in the liberal arts and sciences, with the firm belief that a well-rounded, liberal arts curriculum prepares students for self-government, which is the foundation of a free and happy society. Classical Education offers a curriculum rich in literature, history, sciences, math, music and art, and physical education. Strongly associated with classical education is the tradition of the “great books.” Students, prompted by the Socratic questioning of their teachers, will discuss the great literary works that have withstood the test of time. These characters and stories illuminate human nature and the beauty of language. The Socratic Method encourages critical thinking and independent thought, both indispensable to future well-being.
- Finger Lakes Classical Academy Charter School will use the Core Knowledge sequence in grades K-4 (with the intent to expand K-8). Core Knowledge is a proven content-rich and cumulative approach developed by Dr. E.D. Hirsch, Jr.. Content is integrated across subjects by grade level and builds upon itself at each successive grade. The content is dense, specific, and sequenced to prepare students for future success in higher levels of education. Core Knowledge meets and exceeds the needs of students, including those with disabilities, those with English as a new language, and both those from economically disadvantaged families as well as accelerated students whose need for additional stimulation has proven to produce poor academic performance.

Sources: <https://www.ica hncharterschool4.org/>

<https://www.coreknowledge.org/our-approach/results-research/>

- Finger Lakes Classical Academy Charter School will promote the mastery of language first in reading and spelling, using an explicit phonics approach offered in the Access Literacy program. The Journey From Spelling to Reading “teaches children to read by presenting a thorough, explicit, multisensory explanation of the sound-symbol relationship for the spelling patterns of English (phonetics), as well as the rules and consistencies governing their use in English words (orthography).” During the K-2 years, students are taught basic grammar, which supports sentence writing that is used to support reading comprehension. The goal in K-2 is to have students writing sentences with a level of complexity that will lead them easily into the texts at their reading level. The research of Orton and Gillingham has also demonstrated success in English language learners and students with disabilities through multisensory instructional approaches. Recent studies have shown that the Heggerty method, which focuses on phonemic awareness skills and is rooted in the Kilpatrick method (David Kilpatrick *Equipped for Reading Success*), has been successful in preparing the brain to take in language. It will be used as a daily warm-up for the younger grades.

Sources:

https://www.accessliteracy.com/files/ugd/777d8a_cf7a4317e69646d3b3c5ffe78dde0dc_b.pdf

- The highly structured language of Latin will begin being taught in 3rd grade, after phonics has been established, and formal Latin will commence in 6th grade. The benefits of Latin have been nearly forgotten and we will seek to revive them. Latin is a foundational language for half of English and nearly the entirety of the Romance languages. Latin trains the mind in clear, orderly thinking and provides a background for the vocabulary of the sciences, law, and medicine. The Paideia Institute, out of NYC, has developed a program that seamlessly incorporates the study of Latin, Spanish, and English. This program also teaches the history and mythology of Ancient Greece and Rome and has been showing great (even surprising) social and emotional benefits among students. We anticipate students from English and Spanish-speaking backgrounds and intend to unite them in part with this curriculum.

Source: <https://www.memoriapress.com/articles/top-10-reasons-studying-latin/>

- The study of chronological history will often be told through the stories and words of primary sources, along with their geographical context. Actual biographies, the building blocks of history, will be studied from kindergarten through high school. The words of the greatest people and the crucial moments in history will be brought to life in the classroom. Chronology helps students to understand how people, places, ideas, and events are connected in history. It also allows students to develop a better sense of perspective when studying history. Stories are a powerful way of communicating ideas, highlighting our experiences, making sense of what we know, and creating continuity. We learn by both hearing and telling stories. Primary sources help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events.

- The language of mathematics is a key element of classical education. It brings order to the physical universe. In addition to the practicalities of mathematics, it teaches logic, reasoning, and problem-solving. Finger Lakes Classical Academy Charter School will use Singapore math in the early grades to ensure a complete foundation of concepts and facts. Math will be ability grouped by taking a placement exam to determine proficiency level. This will help us to focus on the needs of each individual learner, addressing the issues that have arisen in the low proficiency score levels at the existing school districts. Sustained reasoning will be the preferred method in the upper grades, rather than calculators.
- Elementary science will be based on known facts. Biology, chemistry, and physics will begin in the lower grades. Familiarity with terminology and concepts will prepare them for the demands of high school sciences. Students will observe the wonder and beauty of nature, with as much hands-on practicality as possible, exploring the world around them.
- Classical education understands the importance of beauty. The fine arts of visual arts and music will be taught K-8 and offered as electives in high school. Just as the great people in history and the great works of literature are essential, so are the great compositions in music and the visual arts in history. The arts connect the present-day creative spirit to the past in order to convey the very story of what it is to experience the world and to be human.
- As the benefits of cursive handwriting have been demonstrated by recent brain science, the practice of cursive handwriting will be used at FLCACS. Studies show that cursive uses both hemispheres of the brain at the same time and increases learning.

Source: <https://www.memoriapress.com/articles/top-10-reasons-to-learn-cursive/>

- The mission of Finger Lakes Classical Academy Charter School is one of serious academic pursuit, with the belief that all students benefit from a rigorous, content-rich curriculum. The study of virtuous behavior and good manners and habits, along with a uniform dress code, will produce an orderly and respectful environment. This environment fosters academic excellence and inspires the perseverance to work through the most difficult of tasks. The end goal of classical education is happiness, the kind of long-lasting happiness found in truth, goodness, and beauty. A robust code of conduct for students, teachers, staff, administrators, and parents will be expected. The school and parents will be partners. Parents have the responsibility of raising and educating their children. The school is responsible for helping parents fulfill their responsibility.
- The School Leader of Finger Lakes Classical Academy Charter School will be under the direct supervision of the board of directors and accountable to them for the school's performance. The School Leader will be responsible for academics, curriculum, and daily

school management. The working relationship between the School Leader, Business Manager, Special Education/Academic Success Coordinator (SEAC), and Curriculum Leader will be an essential key to success. All teachers will be required to be both proficient in their coursework and knowledgeable, through academic study and/or real-world experience. The board of directors will be a governing board responsible for the financial success of the school.

- The educational philosophy of Finger Lakes Classical Academy Charter School is largely derived from the following books:

Cultural Literacy by E.D. Hirsch, Jr.

Why Johnny Can't Tell Right from Wrong by William Kilpatrick

The Schools We Need and Why We Don't Have Them by E.D. Hirsch, Jr.

The following purposes will address our local needs:

- Improve learning for all students and close the achievement gap: FLCACS will be open to all students in our community and anticipates a diverse group of families gravitating to the school for a variety of reasons, including looking for ways to close achievement gaps existing in the county's schools. By using the NYS charter system's equitable enrollment policies that do not limit who can apply, FLCACS plans to address the complete lack of affordable school choice in our area. By offering a classical curriculum, a diverse and equitable student body will have equal opportunities for achievement and growth. Each student will be provided the opportunity to learn in a challenging and supportive educational environment.
- Provide options for parents: A September of 2021 report released by the National Parents Union shows a growing demand for charter schools nationwide. Of the 42 states included in the analysis, charter school enrollment increased from the 2019-2020 school year to the 2020-2021 school year by 7%, while overall enrollment in public schools decreased by 3.3%.

(National Parents Union- Polling

<https://nationalparentsunion.org/category/polling/>)

In a May 2022 survey conducted by the Harris Poll, "Never Going Back: An Analysis of Parent Sentiment of Education," the results of more than 5,000 parents were analyzed by the National Alliance for Public Charter Schools. Findings included that 93% of parents value educational choice and agree that one size does not fit all students. 77% of parents cited safety as an essential element in choosing a school for their child if given the chance. 74% of parents reported that they would consider sending their child to a charter school if it were available and even among those who would not choose a charter school, 84% agreed that a school district should make the choice available for families who would.

- Create new professional opportunities for teachers: Working in an environment of high expectations and mutual respect will help teachers realize the power of their vocation. Throughout the school year, teachers and administrators continue to develop skills and techniques while learning new and important information from State resources.

Administrators and teacher teams will identify the specific needs of the school staff and faculty and will incorporate state, county, local or national resources at pre-planned Professional Development Days, where curricular, instructional, and data-collection/interpretation sessions will focus on meeting the specific needs of FLCACS's students.

- Afford parents substantial, meaningful opportunities to participate in the education of their children: Eighty percent (80%) of parents surveyed by the National Parents Union during the 2020-2021 school year expressed a desire to engage schools with more input and feedback. Parent engagement, feedback, and support are of great importance to FLCACS. According to the National Alliance for Public Charter Schools (NAPCS), many parents were dissatisfied with their students' experiences during the pandemic and that dissatisfaction led them to learn more about the other educational options available to them. Beginning with informational meetings and continuing through the admission process and planned school year, it is the intent of FLCACS to provide ample opportunity for families to get and stay involved in the school community. To help achieve this, FLCACS will be sensitive and responsive to the need for multilingual communications, unconventional meeting times (weekends or evenings), high-interest educational family programs, and other potential accommodations to meet the needs of families (such as care for small children during parent meetings, parent-teacher conferences, etc.)

R-03ad Proposal History

a. Applicant Information

Indicate whether the applicant is a parent, teacher, administrator, and/or community resident as required by the Act or, if a board chair of an existing SUNY-authorized education corporation, indicate "Education Corp./Charter School." Provide a brief biographical description for the applicant(s) including relevant background experience and educational background. Provide a description of the applicant's knowledge of and relationship to the community in which the proposed school would be located.

A. Applicant Information:

The lead applicants are Maureen Kinney (Angotti) and Martha Rescigno.

Maureen Kinney (Angotti) has called Cayuga County her home since 3rd grade. She earned her BA in psychology from SUNY at Buffalo and shortly thereafter began a career working in residential treatment facilities and outpatient mental health programs. She provided contract work with child protection and prevention services and probation in office, home, and school settings. She administered clinical evaluation, advocacy, and supervision of direct care workers.

After spending 17 years working in mental health with children and families, she resigned to stay home full-time with her six children. While raising them, Maureen spent much volunteer time at their schools. Seeing the deficits, as well as what works, she felt strongly about the need for classical education; a style of education for all children that she had been exposed to and learned about through like-minded friends.

Maureen was on the founding board of a local private school and taught there for numerous years. She has visited multiple charter schools both in the area and outside of New York State. She has been recruiting board members and educating the community about classical education for several years. Her belief in the FLCACS mission has generated a dedication to making it happen in our community.

Martha Rescigno grew up on a farm in Cayuga County, where her parents and much extended family still reside. She graduated from Hillsdale College in December of 2000 with a BA in History, a Spanish minor, and a K-5 teaching certificate. While a student at Hillsdale, she worked as a research assistant in the History Department. She studied E.D. Hirsch, explicit phonics instruction, problems in education, educational philosophy, and educational psychology under the Education Department. She loved her Hillsdale experience and her time spent observing at the Hillsdale Academy. She completed her student teaching in her

own Southern Cayuga County elementary school, but later found it difficult to find a similar education in the Central NY area for her own children.

In 2003, using her classical background, Martha began to homeschool as well as assist other local homeschool families. She is still homeschooling three of her five children, as the older two have gone on to college after being homeschooled through 12th grade. In addition, she has helped many others learn to homeschool with the classical method. Martha was the Director of Veritas Homeschool Cooperative for five years, where she also taught. She is currently Co-Director of Redeeming Mondays & Thursdays Cooperative in Liverpool, NY, which currently serves close to 200 K-12 students.

Having dedicated her personal and professional life to the idea of spreading classical education as far as possible throughout the broken American education system; Martha will put all of her classical education background and years of finely developed skills to work to help achieve those goals in Auburn, NY.

B. Proposal History:

Describe the genesis of the proposal, 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. If the proposed school is similar to or a replication of an existing school inside or outside of New York State, the response should address how the founding group made the decision to replicate the school and address any changes proposed from the original school model.

The quest to support school choice options and offer classical education to Auburn, NY and its surrounding communities began when a local parochial school that had been open for 72 years suddenly closed. A small group of parents dedicated to the belief that parents are the primary educators of their children began to form. The reality of limited school choices for the children of our community needed to be addressed. A need already existed with many area families unable to afford tuition at the few private options left, the one that closed being the most affordable.

Our initial group included people well-versed in the beauty of the classical curriculum. When Martha Rescigno joined the group, with her classical higher education and her tremendous experience implementing classical education at the K-12 level, our commitment and determination grew. Three members, Maureen Angotti, Erin Bethelmy (a teacher and concerned parent in the community), and Brett Grant (a concerned young man seeking his master's degree from Cornell

University and interested in helping to develop an alternative to the typical public school), visited Livingston Classical Academy in Michigan. They also participated in charter school in-services at Hillsdale College, discussing the policies required for proper board management. Maureen Angotti visited Atlanta Classical Academy Charter School in Georgia. Steve Duffy, an educator, BOCES School Administrator and board consultant, and Maureen Angotti visited Truxton Academy Charter School in Truxton, NY. Maureen Angotti and Martha Rescigno visited Southside Academy Charter School and Syracuse Academy of Science & Citizenship Charter School in Syracuse, NY. Before COVID-19 shut them down we had planned on visiting the OnTech Charter School in Syracuse, NY and the South Bronx Classical Charter Schools outside of NYC. Since then, Martha has been researching and communicating with the South Bronx Classical, Icahn Charter School, and Hellenic Classical Charter Schools.

In the beginning, as we learned about the development of other charter schools, we realized how imperative the need for community outreach was and began holding open house meetings with the community and also presenting our concept to many of the local elected officials and community leaders. After a presentation to the County Legislature, one of the community leaders, Roberta Massarini, joined our board. Roberta's background in the community and local politics allowed us to reach out to more and more officials and helped to keep us abreast with events in and around the area.

Community Outreach and awareness had just begun to grow when COVID-19 struck. With public events no longer being an option, we focused on the recruiting necessary for legal, financial, and accounting expertise. We also continued the relationships we had developed with community leaders, politicians, local homeschoolers, and concerned parents who had responded to our events and social media. Tiffany Toedt, a mental health counselor for at-risk youth and families, particularly in school settings, who had been a part of the development since conception, took charge of the social media aspects of the program. Roberta Massarini introduced us to Bobby Massarini, a business and management consultant, who was able to provide the financial and accounting expertise we needed to move forward with the application process.

Later, Nikki Kersbergen joined our group. Nikki is the board treasurer. She grew up in Liverpool and North Syracuse. She attended Catholic schools from grade one through graduation. She has been in education for the last 19 years: 12 years teaching high school ELA, six years as a Teacher on Special Assignment as Grant Coordinator, and the last year and a half as a Finance Manager at Eugenio Maria de Hostos Charter School. She has been working in the Finance Department of a

charter school in Rochester for the past five years. Nikki has her School District Leader Certification and School Building Leader Certification through the University of Rochester. She is currently finishing her School District Business Leader Certification through SUNY Brockport (May 2023). Nikki read about the Charter's initial application in The SUNY Charter School Institute's bi-weekly update and reached out to Maureen to see if she needed any help reviewing and editing their application for resubmission.

Next, Garret Komarisky, a public school teacher with a master's in curriculum and instruction development, offered his assistance with Finger Lakes Classical Academy's educational curriculum and coordinated it with the Next Generation Learning Standards. His wife, Annie Komarisky, having been classically educated K-12 as well as her undergraduate degree, has also offered her valuable expertise to guarantee that our curriculum standards not only matched but exceeded those currently offered in the public venue. Unfortunately, Garret, although still strongly believing in the FLCACS mission, feels he cannot continue with his current family needs. He will be missed.

Dr. Holly Grant joined our growing team. As a teacher for almost 20 years, she has taught mathematics to kindergarteners through professional engineers. She uses data to systematically investigate the Foundation Aid Formula and to find equitable school funding options for all students. She has taught U.S. Citizenship classes, brought school families to Albany for National School Choice Week's legislative day, and administered support to organizations aiding young mothers and their children.

In the process of the application, Martha Rescigno introduced the group to Ellen Eagen, an educational attorney experienced in charter school development and currently working with the SUNY Charter Institute.

Truxton Academy, having successfully navigated the application process, was more than willing to be of assistance to us. We have received and are grateful for a tremendous amount of generous advice from Tom Brown, the board treasurer of Truxton Academy.

Most recently, Bruce MacBain was added to our board. He had heard about our quest for a local charter and wanted to find out more. He reached out to Maureen via email and the more he learned, the more he wanted to be involved.

Auburn resident and father of three, Andrew Mioni, has also been of tremendous assistance as a Board Consultant. Andrew earned his BA in English from Kansas

State University in 2019. He has worked as an exam developer in the certification industry for the past five years and currently holds the Certified Credentialing Professional (CCP) certification from the Institute for Credentialing Excellence. He also has written or contributed to several books on Catholic theology.

In addition to the individuals mentioned above, we have been assisted by several board consultants in the development and proofreading of this proposal. These include the following:

Aja Hahn - Public School Library Media Specialist

Lynne-Marie Ryan - Non-Profit Accounting & HR Specialist

Charity Bianchi - Special Ed & Classical Education Teacher (in both Private & Public Schools)

Tricia Carr - Classical Education Teacher

Alan Seaman - Senior Engineer, MorFab Inc. (math & science assistance)

Andrew Mioni - Editor and Author

David Labourdette, Jr. - CRPC, Labourdette Financial Group, Associate Vice President of Investments

The board of FLCACS also drew on the following resources:

- Legal consultation with Eagen Law Firm
- The structure of previously established schools in the classical method (particularly the most successful Barney Charter School Initiative schools)
- Insurance Agent advisor David Wicker
- Waterloo Container Administrator Calvin Brainard & CPA Richard Beauchine providing pro bono professional assistance to begin our not-for-profit status and the initial stages of our 501(c)3 filing
- Realty help from Lucas Ferrin, Century 21 Realtor and Riordan Realty
- Building safety and code advice from engineer Paul Merek
- Vast knowledge and support offered by Phillip Kilgore - Former Coordinator BCSI & Eric Coykendall - BCSI leader
- Advice on communications/marketing, CenterState Nonprofit CEO, Lauren Chyle
- EJ Onori, graphic design and social media specialist from A&M Marketing
- Doreen Henry, retired School Nurse

C. List of Founding Team Members:

Provide a table that lists all key individuals involved in developing the application along with a brief biography (approximately one paragraph) for each founding team member. Founding team members include individuals who would play significant roles in the development and launch of the proposed school. This response should also identify the overall leader(s) of the effort to develop the proposal and primary author(s) of the proposal.

- Maureen Kinney (Angotti) - Founding member of local private classical school
- Martha (Mitchell) Rescigno - Classical Education / School Choice advocate, Teacher
- Nikki Kersbergen - Finance, accounting and charter management
- Bruce MacBain - Retired Public School Principal
- Roberta Massarini - Community leader / political outreach
- Holly Grant - Adjunct Professor / Statistical Consultant

Maureen Kinney (Angotti)

Maureen is a resident of Cayuga County in Auburn and is the mother of six children. She received her B.S. in psychology from SUNY Buffalo with a focus on fine art. She spent numerous years in mental health management at both residential and outpatient facilities. She was a founding member of a local private school and served on the board of that school. Besides being the lead applicant for FLCACS, she provides the organization and coordination needed to keep moving forward with the application and start-up process.

Martha (Mitchell) Rescigno

Martha grew up in Cayuga County, the Southern Cayuga School District, and completed her student teaching there. She has five children and currently homeschools the youngest three. She graduated from Hillsdale College with a BA in History, a Spanish minor, and a K-5 teaching certificate. She was the Director of Veritas Homeschool Cooperative for five years, where she also taught. She is currently a Co-Director of Redeeming Mondays and Redeeming Thursdays Cooperative in Liverpool, NY. She provides the knowledge and experience needed to develop a classical scope and sequence and assist in its implementation in the classroom.

Nikki Kersbergen

Nikki grew up in Onondaga County and graduated from Bishop Ludden Jr./Sr. High in Syracuse. She attended Hartwick College in Oneonta, NY and earned a BA in English and a BA in Psychology with a minor in Women's Studies. She moved to

Long Island and joined Teach for America in NYC. She taught full-time at John Adams High School (a Title I school in Queens) while completing an MA in Secondary ELA Education at Brooklyn College. Nikki relocated to Wayne County in 2007. She taught high school ELA at the Experiential Center at Wayne Finger Lakes BOCES and Geneva City School District. She spent her last 2.5 years with Geneva CSD as a Teacher on Special Assignment, managing the before/after school program and over \$8 million in grants. She was recruited by the CFO of Eugenio Maria de Hostos Charter School in Rochester and has spent 3.5 years as a Teacher on Special Assignment Senior Accountant and 1.5 years as the CFO/Finance Manager. She provides the knowledge and experience necessary to apply for grants and to develop and implement a balanced budget.

Bruce MacBain

Bruce, a retired Moravia Public School Principal and Adjunct Professor at SUNY Cortland, earned his BA in Arts and Sciences from Cornell, his JD in Law and his MA in Education from Syracuse University, and his CAS in Educational Administration from Cortland State University. Bruce has raised his children in Cayuga County and is committed to the growth of our community.

Roberta Massarini

Roberta, a resident of Cayuga County for the last 9 years, is currently the Deputy Commissioner of the Board of Elections, Past President of the Women's Republican Club and Chair of the County Republican Committee. She also homeschooled her four sons K-12 with a classical curriculum and remains an advocate of classical education. Her vast community contacts have been an immeasurable asset in the area of public outreach.

Holly Grant

As a teacher for almost 20 years, Holly taught mathematics to kindergarteners through professional engineers. Her doctoral dissertation on partial differential equations spanned topics in numerical methods, parameter estimation, and asymptotic analysis. Currently, she uses data analytics to investigate the Foundation Aid Formula to find equitable funding options for all students in New York. Since the COVID-19 pandemic she taught U.S. Citizenship classes for Catholic Charities, volunteered at National School Choice Week's legislative day, and administered support to organizations in Syracuse, NY that help provide basic needs for their young children.

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

Indicate whether this proposal, or any substantially similar proposal, was previously withdrawn from consideration or rejected by the SUNY Trustees and/or any other charter authorizer in any state or location (e.g., the New York State Board of Regents). If yes, provide:

- ***The name of the proposed school(s) when previously submitted;***
- ***The date(s) of the previous submission(s); and,***
- ***A detailed summary of what has changed in the proposal since its previous submission(s) and the rationale for these changes.***

The FLCACS team has worked on public awareness and openness to the charter school option for a number of years. Our primary focus has been on community outreach and awareness.

We attempted to submit an application in February of 2021. However, we were notified by Ms. Maureen Foley, of the SUNY Charter School Institute, via a phone conversation, that the package we had sent in had several holes. She stated that it would be in our best interest to withdraw our application and resubmit in the July round for 2021.

Email correspondence with SUNY Charter School Institute regarding the February 2021 withdrawal is found in the next section Request - 03e.

The 2021 second-round application was submitted. We were asked to withdraw and provided an October 19, 2021 letter of justification. With continued resolve, we took the information and have made additions and modifications according to the feedback provided. The next submission window was round one 2022. With one of the feedback considerations being public outreach, the team decided to wait. Cayuga County had a significant COVID-19 outbreak and partial shutdown throughout November, December, and January. We quickly found out there would be no second round for 2022 and resigned to putting our efforts toward 2023.

An email correspondence, with the SUNY Charter School Institute and the Letter of Justification regarding the 2021 submission, is found in the next section Request 03-e.

The 2023 second round application was submitted. We were asked to withdraw and provided an July 25, 2023 letter of justification. Determined to bring this mission to our community, we have taken the information and have made additions

and modifications according to the feedback provided. The next submission window was round one 2022.

An email correspondence, with the SUNY Charter School Institute and the Letter of Justification regarding the 2023 submission, is found in the next section Request 03-e.

R-03e Letters of Justification

If a charter entity in any state has provided any formal documentation to explain a decision not to not move forward an application for a substantially similar school (resulting in an applicant withdrawal, or denial of the application), attach the document(s) as part of this Response.

Below is a copy of the email sent to Ms. Foley.

Ms. Maureen Foley,

February 17, 2021

Finger Lakes Classical Academy Charter School is withdrawing its charter school application for Round 1, 2021.

Respectfully,
Maureen Angotti
Martha Rescigno

Below is Ms. Foley's response.

Maureen and Martha,

Thank you for letting me know. As promised, I've shared below some links to applications we have approved in the last couple of years. These should be a good reference for the content and level of detail we typically expect from applicants. Two are from NYC and two are from other parts of the state (Buffalo and outside Syracuse).

- [Buffalo Commons Charter School \(2020\)](#)
- [Amber Charter School III \(2019\)](#)
- [Kwenda Collegiate Girls Charter School \(2019\)](#)
- [Truxton Academy Charter School \(2018\)](#)

Please don't hesitate to get in touch should you have questions about the application process or wish to discuss things further – I'm always happy to be in touch.

Take care,
Maureen

From: Foley, Maureen <

Date: Tue, Oct 19, 2021 at 1:49 PM

Subject: Finger Lakes Classical Academy CS Letter of Justification

To: maureen angotti <[REDACTED]> Martha Rescigno <[REDACTED]>

Dear Maureen and Martha,

Please see attached a Letter of Justification for the proposed Finger Lakes Classical Academy Charter School. Should you have any questions or concerns about the feedback included in the letter, please let me know and I'll be happy to clarify.

Maureen Foley
Director for New Charters



www.newyorkcharters.org

From: Jones, Tanya Lewis <[REDACTED]>

Date: July 31, 2023 at 11:48 AM

Subject: Finger Lakes Classical Academy Letter of Justification

To: maureen angotti <[REDACTED]> Martha Rescigno <[REDACTED]>

Good morning!

The Letter of Justification is attached. Please let me know if you have any difficulties accessing the document.

Best,
Tanya

Tanya Lewis Jones
Director for New Charters



[Listen to the 'More Great Seats for Kids' Podcast](#)

Actual Letters of Justification are found below.



October 19, 2021

VIA ELECTRONIC MAIL

Maureen Angotti



Martha Rescigno



Re: Proposal to Establish Finger Lakes Classical Academy Charter School

Dear Ms. Angotti and Ms. Rescigno:

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

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

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

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

Community Outreach, Support, and Demand for the School

- The proposal provides limited evidence of demand for the school and lacks sufficient evidence of support from families indicating that they would send their child to the proposed school. It is not clear from the materials provided that the proposed school would be able to maintain the enrollment necessary to operate effectively. This is especially problematic considering the school proposes enrolling five grade levels in Year 1, which necessitates families opting out of their current education options.
 - The application does not address the need for transportation despite the likelihood that the proposed school will draw students from a wide variety of districts, which could have a negative impact on the number and type of families able to enroll at the proposed school.
- The proposal lacks a thorough analysis of the community to be served and demonstrates limited understanding of community demographics likely to have a significant impact on the program offered.
 - The proposal discusses serving the Spanish-speaking immigrant community in and around Auburn, but it does not provide supporting demographic evidence such as the predominant countries of origin or the racial/ethnic makeup of the community to be served. In so doing, the proposal does not address the potential needs of prospective students, some of whom may have interrupted formal education and/or other needs not adequately addressed in the proposed academic program.
- The proposal does not provide a discussion of potential opposition to the proposed school or address how the founding team intends to mitigate it.

School Model and Academic Program

- The application does not clearly address key aspects of the development and implementation of the proposed curriculum including how the school will ensure that the curriculum addresses the needs of all students in the school, a realistic timeline for the development of the school's curriculum, and a meaningful process to evaluate and revise the curriculum.
- The proposal does not make clear whether the chosen curricular programs from other schools align with New York State standards. The narrative does not adequately address how the proposed school intends to develop the chosen curricular programs such that they are appropriately aligned with the state standards for each grade level to be served.
 - The narrative indicates that the proposed school would draw upon the curriculum of Ascent Classical Academy, but it does not provide evidence of the efficacy of this curriculum particularly as it pertains to meeting the academic needs of the proposed student population. The application would be strengthened by student outcome data indicating that the chosen curriculum has a track record of success in accelerating student outcomes.
- It is not clear from the proposal who would be responsible for developing the curriculum. Moreover, the application does not describe an effective process for developing the selected curricula throughout the school year.
- The description of the science curriculum is cursory and lacks sufficient detail. The proposal does not provide sufficient evidence that the school has the capacity to implement an effective, standards-aligned science curriculum, particularly in the younger grades.

- The proposal lacks clarity with respect to whether classes will be departmentalized in 5th – 8th grade.
- The assessment narrative is significantly underdeveloped. The proposal does not address how the school intends to use the data resulting from student assessments to adjust instruction or support the specific needs of at risk students.
- The proposal does not address the varied instructional methods necessary to meet the needs of students in different grade levels. The narrative demonstrates a lack of understanding regarding the differentiation necessary to implement instructional methods based on the developmental and academic needs of students in Kindergarten – 5th grade.
- The proposal does not appropriately describe a system of supports for students at risk of academic failure including students struggling academically, students with disabilities, and English language learners (“ELLs”). For example, the application has only limited discussion of the process for coordination between general education teachers and instructional staff members serving at risk students, and the narrative indicates a lack of understanding regarding the school’s role vis a vis the district Committee on Special Education (“CSE”).
- The proposal does not describe an effective program to support the language acquisition needs of ELLs. The narrative lacks references to research that supports the school’s practices to serve ELLs effectively as well as specific exit criteria from ELL status. Moreover, the application does not address the professional development necessary for all instructional staff members to meet the needs of ELLs effectively.
- The treatment of instructional supports for teachers is underdeveloped and lacks specificity about structures to support teacher development. The proposal lacks a clear explanation of the proposed school’s teacher coaching and feedback system, and it does not appropriately address the instructional leadership demands placed on the principal.

Organizational Capacity

- The application indicates the proposed school would have an affiliation with the Barney Charter School Initiative; however, the extent and details of this relationship are not discernible from the narrative. It is not clear whether the two schools would share a formal relationship or if the Barney Charter School Initiative would provide formal support to the proposed school.
- The founding team lacks the expertise of individuals with on the ground experience in K-12 public/charter schools.
- The starting salaries for the principal and business manager are low, hindering the proposed school’s capacity to recruit and retain high quality leadership talent, which is critical during the pre-opening and startup phases of operation.
- The numerous responsibilities placed on the principal make it unlikely the principal will have the capacity to execute all necessary functions effectively.
- The school proposes to hire a part-time special education/ELL teacher during Years 1 and 2 of operation, which is unlikely to be sufficient to meet the needs of the student population the proposed school wishes to serve. This person would also have to serve as the special education coordinator, which means the employment would most likely need to be full-time.

Governance

- The proposed board of trustees lacks educators with relevant instructional and school leadership experience in K-12 public schools, which limits the board’s capacity to provide

effective oversight of the proposed school's academic program. The board also lacks relevant financial management and real estate experience.

Fiscal Soundness

- The proposal indicates a lack of alignment between the proposed academic program and the budget. The budget does not allocate resources for all aspects of the program described in earlier requests. For example, the budget does not include expenses for food after Year 1.
- The proposed school's small size and lack of evidence of demand indicate a high likelihood of under-enrollment, which has the potential to create significant fiscal challenges.
- The likelihood of enrolling students from as many as 12 districts necessitates a level of financial management and understanding of district billing requirements not evident in the proposal's fiscal narrative.

Again, the Institute recognizes and appreciates the effort that went into the development of the proposal to establish Finger Lakes Classical Academy Charter School and we hope that this information provides you with a better understanding of SUNY's requirements and expectations. If you have any questions regarding the review process, please do not hesitate to contact me at

[REDACTED]

Sincerely,

[REDACTED]

Maureen Foley
Director for New Charters



July 25, 2023

VIA ELECTRONIC MAIL

Ms. Maureen Kinney Angotti

Ms. Martha Rescigno

Lead Applicants



Re: Proposal to Establish Finger Lakes Classical Academy Charter School

Dear Mses. Kinney Angotti & Rescigno

Thank you for the significant time and effort that you and your planning team devoted to the proposal to establish the Finger Lakes Classical Academy Charter School. The SUNY Charter Schools Institute (the "Institute") appreciates the time and effort that go into undertaking such a formidable endeavor. As you know, after an in-depth review by Institute staff and external consultants, the Institute determined that the proposal was underdeveloped, preventing us from moving forward in our review process. Further details regarding the rationale for the Institute's decision follow.

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

The following list of concerns noted by the Institute staff and external reviewers is not exhaustive but captures examples of some of the most critical areas requiring further development identified during the review process. Should you choose to submit a new application at a later time, you should not assume that modifying only the discrete elements referenced in this letter would remedy the proposal as a whole.

School Model and Academic Program. Overall, the educational model and academic program are underdeveloped. Additional foundational research and information are required to support the alignment and integration of the classical education model with the overall academic program and to demonstrate that the classical model will effectively serve the intended student population.

- The application indicates that direct instruction will be the primary mode of instruction, and is preferred to differentiated instruction, but provides limited evidence and research to demonstrate effectiveness, particularly in relation to the anticipated student population.
- The application notes the Barney Charter Schools Initiative (“BCSI”) as a source of information and resource around the classical model but includes limited evidence and description of how BCSI may continue to support startups were the application to be approved.
- While the applicants list a variety of classical model schools with whom they have been in contact, the application includes limited details and discussion about common challenges associated with starting up and implementing a classical model school and how the proposed school would proactively address such potential challenges.
- The approach to supporting English Language Learner (“ELL”) students is underdeveloped and includes limited details on the instructional methods and interventions that would be in place to support these students. The proposal mentions the Paideia program that supports Latin & Spanish but does not provide research or outcomes to demonstrate that this program has been shown to be effective in a similar population of students as the proposed school would serve.
- The application acknowledges that portions of the community may experience varying degrees of trauma due to economic disadvantage and other factors but offers limited detail on systems that would be in place to support the social and emotional needs of students.
- The proposal states that ‘parents are partners,’ but there is limited discussion of systems that would be in place to support ongoing parental engagement, involvement, and feedback were the school to be approved.

Organizational Capacity. The application proposes an ambitious model to open serving students in grades K-4 but does not demonstrate the capacity or experience needed to implement the model successfully.

- The school’s proposed enrollment and grade span, which envisions opening five grade levels simultaneously in Year One, is logistically and programmatically challenging. Experience in charter school authorization demonstrates that even opening to serve two grades simultaneously is a challenging undertaking. The application does not communicate an understanding of how difficult such an effort would be, nor the required experience to manage such an undertaking.
- The proposal plans to employ one Special Education teacher at 0.5 FTE in Years 1 and 2 and 1.0 FTE in Years 3, 4, and 5 of a first charter term, who would fulfill the dual role of Special Education and ELL provider with support from the Special Education and Achievement Coordinator. The proposal does not provide an adequate description of how these staff members would meet the needs of the anticipated population of students with disabilities and ELLs given their myriad other responsibilities.
- The organizational charts do not clearly depict reporting structure, authority, and classification of positions.

Fiscal Soundness. Overall, the proposed budget and budget narrative are underdeveloped and do not align with all portions of the application.

- The proposed budget for teacher salaries and benefits is low in comparison to what is offered by the district schools, and little detail is provided as to what strategies would be employed to overcome the challenges to teacher and staff recruitment and retention this may present.
- The proposed budget does not consistently align with the narrative elsewhere in the application and provides limited justification for certain cost assumptions such as anticipated lease and leasehold improvement costs, while also omitting certain operational costs. For instance, the budget does not reflect funding for meal costs after the first year.

Governance. Overall, the proposal does not sufficiently explain how the proposed board would provide effective oversight of the school.

- The proposed board structure includes various committees. While implementing a committee is a common practice in governance, the proposal presents limited information as to how the proposed committees as described and structured would function cohesively to support the board's oversight.

The Institute recognizes and appreciates the effort that went into the development of the proposal to establish the Finger Lakes Classical Academy Charter School, and we hope that this information provides you with a better understanding of SUNY's requirements and expectations. If you have any questions regarding the review process, please do not hesitate to contact me at [REDACTED] or [REDACTED]

Sincerely,

[REDACTED]

Tanya Lewis-Jones
Director of New Charters

TJ:ca

R-03f Founding Team Resumes

Submit an updated resume for all founding team members (not including board members).

All members of the founding team are board members. Their resumes have been submitted as part of Request 14h - Board Member Resumes.

The request is not applicable.

R-04abc Community Outreach, Support, and Demand.

a. Description and Analysis of Community Outreach Efforts

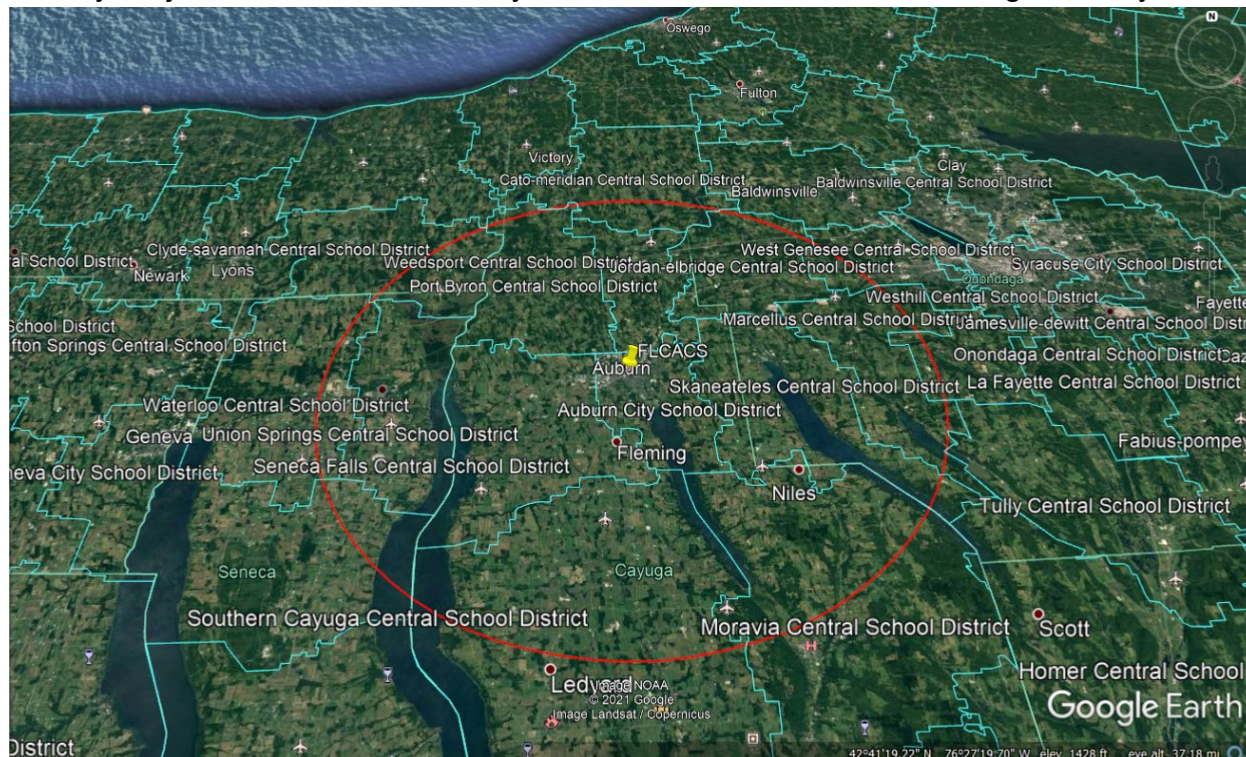
In order for the SUNY Trustees to consider any application for approval, the proposal must “rigorously demonstrate” that the applicant has conducted public outreach “in conformity with a thorough and meaningful public review process” designed “to solicit community input regarding the proposed school and address comments received from the impacted community concerning the educational and programmatic needs of students.”¹⁷ In order for the Institute to recommend any proposal to the SUNY Trustees for approval, the proposal must include evidence of the following three criteria:

- The applicant informed the community of the intent to develop a school proposal in a timely fashion, including how to provide comment;***
- The community had meaningful opportunities for input on that proposal; and,***
- There was a thoughtful process for considering community feedback and incorporating it into the final proposal, especially regarding the educational program of the proposed school, and the educational needs of students.***

Provide a narrative description describing efforts taken to demonstrate the three criteria listed above, including:

- 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.***

Finger Lakes Classical Academy Charter School (FLCACS) will be located in Cayuga County, adjacent to Seneca County, and on the outskirts of Onondaga County in NY.



We intend to open with grades K-4, adding a grade each subsequent year until we reach 12th grade. Cayuga County's population is 76,171 (2022 census.gov). Its largest city is Auburn with a population of 26,674 (2022 census.gov). Seneca County's population is 33,651 (2022 census.gov). Its largest city is Seneca Falls with a population of 6,895 (2022 census.gov).

Both counties have one small city, surrounded by rural areas of farms and migrant workers. Due to county poverty (13.5% and 13.1% census.gov), isolation, and lack of infrastructure, there are limited educational choices, particularly for the poor and middle class.

FLCACS community outreach began in 2017 with meetings in small groups of parents and educators from the district and private schools. To increase awareness and solicit community input, we began participating in community events with information tables. Public meetings were held to help determine interests and needs. We then reached out to the city, county, and state elected officials. The next step for the FLCACS team was to put together material such as business cards, pamphlets, flyers, and bookmarks. We also began to document comments/concerns via Question-and-answer sessions, emails, and surveys. Based on these conversations, key design elements were drafted to echo the community response.

Presently, we are focused on promoting our charter plans to parents and grandparents with school-age children, while continuing our conversations with invested community members via public meetings, website/social media, flyers, yard signs, and word of mouth. We have continually reached out to our community asking about their concerns about our local K-12 educational system and their thoughts on what an ideal education should look like. Community members repeatedly expressed a lack of confidence in our public schools.

For most, especially those in middle and lower socioeconomic levels, independent schools and homeschooling were not an option. They identified two strong concerns with the public schools and their foundational learning. The first is in the area of poor reading and writing skills, while allowing children to move to the next grade level regardless of mastery. The second area is children's difficulties with state curriculum math, along with their own lack of understanding of the current math program, impacting their ability to assist their children and grandchildren.

Due to Covid restrictions and remote learning, many students have not caught up in both their reading skills and especially their math skills. Unfortunately, the summer programs, meant to help combat this incurred deficiency, have stated that their emphasis was deemed to be more needed for the social and emotional issues caused by the extended time period of remote learning, rather than the loss of requisite skills.

Lack of academic rigor is a common concern. This has not only shown up in ELA and Math scores, but also in the almost complete void of science and history in the current public education curriculum. Parents have expressed verbally and in writing that a well-rounded education, which used to be the hallmark of public schools, has, in many cases, turned to "teaching to a test," a test that too many students are failing. This has prompted many parents to look for alternatives.

In addition, concerned parents have expressed a bias toward "college-bound" students. They believe these students were being given a higher level of attention. While students with special education needs usually did obtain the necessary attention, those who were not identified with special needs nor were college-bound, especially those economically disadvantaged, were perceived as lacking in attention and priority. If a child did not get attention due to significant academic or behavioral issues, they were at risk of "falling through the cracks." This information was gathered via all the various forms of public outreach we have engaged in.

Our efforts in community outreach have included the following:

- Open House Events at local restaurants
- Public Meetings at a variety of locations
- Public Event Attendance with table/booth Brochure Distribution
- County & State Official Events
- County & State Official Individual Meetings
- School District, Private School, & Charter School Meetings
- Parent-Teacher Organization Meetings
- Day Care / Pre-School Meetings
- Posters & Lawn Signage
- Email Outreach
- Door Hanger Outreach
- Newspaper Articles
- Radio Interview
- Podcast Interview
- Social Media Outreach - Facebook & Instagram
- Web Presence including Surveys
- Local Cable TV Advertising
- Petitions
- One-to-one conversations

b. Description and Analysis of Community Support

Provide a narrative description of support for the proposal from community stakeholders or others including a candid analysis of both the depth of support and opposition to the school from stakeholders such as community members, civic organizations, and elected officials. Concrete artifacts and evidence related to community support should be submitted in response R-04e, Evidence of Community Support.

Please note that the content for this response differs from R-04a in that this response should focus on analyzing community interest and support for the school, any known opposition that may exist, and how that support and opposition will affect the school's ability to open successfully. In contrast, R-04a should focus on efforts to inform and engage with the community through the planning and development of the proposal.

The response to our community outreach efforts has been extremely positive. More school choice, not less, is supported, specifically a non-tuition option. A rigorous academic curriculum, skill mastery before grade promotion, Math and ELA proficiency, and ability-based placement to address the individual needs of students are often repeated desires for the children of our community. We have collected numerous letters of support from local residents, community leaders, and elected officials, who are looking forward to school choice and an option to return to traditional education, closer

to the education they grew up with. Leading up to the previous submission, attention was focused on a successful drive to obtain petition signatures.

We have reached out to the Auburn City School District and had a meeting with both the superintendent and the assistant superintendent of curriculum and instruction. This meeting was not only cordial, but both parties encouraged our efforts and offered any help we may require to achieve success. To quote Jeff Pirozzolo, the superintendent, "We have the same goals, and in the end, it's all about the students". He made it clear we are not competitors, but rather on the same team approaching the same goal of educating the students, just from different angles. Mr. Pirozzolo remains supportive. He is retiring from his position at the end of the 2023-24 school year.

We have contacted the Auburn school board president but have not received a response, either positive or negative. Individual members of the Auburn school board have spoken to us and stated, "Any help you need along the way, just ask." In discussing FLCACS with former candidates for the Auburn school board, most were looking forward to our progress, but few were willing to publicly commit support.

Unfortunately, UFT (United Federation of Teachers) representatives have continually criticized the concept of a charter school in the area and have attended board meetings to present such views. Concerned citizens who attended these meetings have reached out to us to clarify information and have felt that the board was biased at best and unfair in their representation of charter schools (such as stating that charters are unaccountable) in general and our proposal in particular. While this is a concern, we understand the stance of the UFT (as documented in every publication they print) as they see charter schools as a threat to their control. However, this is offset by the community response at large and the district superintendent in particular, which gives us reason to be optimistic in eventually forging a symbiotic relationship once the unfounded fears of the UFT have been put to rest.

A more open and positive school board response has come from surrounding districts within our 15-mile radius. These include Southern Cayuga, Union Springs, and Moravia Central School Districts, including the President of the Union Springs school board. Every response we have gotten from these school board members has been not only positive, but also came with an offering of assistance and cooperation once we receive our charter.

We have placed a large portion of our outreach effort into the Auburn City School District, as the board is aware that their acceptance would be instrumental to our success. That belief still exists. The UFT's influence on the Auburn Board is not considered a positive scenario. However, the hope for a potential cooperative dialogue,

once the charter is obtained, remains. We plan to first notify the Superintendent and meet with him and whomever he deems appropriate to be part of the conversation once the charter has been approved (as he already has given his support and asked us to keep him apprised of our progress). Elementary principals would be the next outreach. The success of this rapport will be of utmost importance. Our outreach to the outlying districts has already proven extremely positive and has given us tremendous confidence in being able to work with all of our community education leaders.

c. Description and Analysis of Student Demand

Provide a narrative description of student demand including an analysis of evidence indicating that families with age-appropriate students would consider enrolling them in the school. Explain how this evidence supports the school's ability to meet its proposed enrollment.

We have collected letters of support from families and parents, for those interested in supporting FLCACS and, more importantly, those interested in attending the school. We have also asked parents to fill out an "Options for Education" questionnaire and for any community member interested in the future of our education system to fill out a "School Choice Survey" on our website (as documented in R-04f).

Overall, we expect the demand for a quality public education choice to remain high, as the Auburn City School District and the surrounding districts' academic performance remains consistently low. The 2022-2023 New York State proficiency level for all 3-8 student proficiency for ELA was 48% and Math was 52%. This in itself is not acceptable, but the Auburn City District has only 24% proficiency in NY ELA scores and only 35% proficiency in NY Math scores. These are reflected in the table below.

While we expect the majority of our student population to come from families that are looking to escape this poor academic performance, we will continue to develop partnerships with community and faith-based organizations that can aid in the recruitment of parents with age-appropriate children looking to provide their children a more traditional educational foundation. We have fostered relationships with the Seneca County Head Start, the Early Childhood Center, the Cayuga Community College Child Care Center, the YMCA preschool, and local congregations like the Auburn Alliance Church, First Presbyterian of King Ferry, Holy Family Catholic Church, Saint Alphonsus Catholic Church, Sacred Heart, Grace Chapel, Good Shepherd Catholic Community, and the Seventh-Day Adventist community.

We have also met with numerous community leaders and elected officials, both formally in their offices and in one-to-one meetings at various events. We have held community forums in such places as the historic Phoenix Building, the Seymour Library, and the Play Space. We have had information tables at a variety of community parades, events, and

festivals, dialoguing with hundreds of involved community members and local families. In addition, we have held Open House meet and greet sessions in local establishments in the Cayuga County area. The winter of 2021/22 was difficult in the Finger Lakes area, as COVID numbers (including our board and involved supporters) were high, and a second, although relatively brief, shutdown made in-person outreach impossible. We restarted outreach in mid-February of 2022 and have continued since. While there was a break in our outreach, there has only been an increase in demand and positive response, as evidenced by the reception received from the community and the continued success in petition signatures. Although our hope and commitment remain strong, the community has expressed concern that the state will not support a charter in our area. We are and will continue to keep their hope alive.

Currently, there are no charter schools in the Cayuga County area, specifically a tuition-free option. There are several charter schools in the cities of Syracuse and Rochester, one in Ithaca, one in Elmira, and one in Truxton, but none within the 15-mile radius that we plan to serve. Public outreach has indicated that the Auburn area is eager for an alternative, and FLCACS expects to attract area students who are looking for an accessible, tuition-free, alternative learning experience with academic excellence.

We are in a rural area, with many of the same issues rural schools face nationwide. Too little attention is given to the concerns of rural schools, including poverty (schools in our area have a free-and-reduced lunch rate of over 50%) and disconnection from the nonprofits and social service agencies that plug holes in urban and suburban schools. We will work with the NYS Rural Schools Association to ensure that our rural students are given the consideration and education they deserve.

R-04d Evidence of Outreach

Submit documents that provide evidence of community outreach (e.g., flyers, websites, social media pages, in-person or virtual meeting announcements including dates and times, online survey results, media articles and advertisements, email outreach, etc.).

FLCACS had its first public exposure in March 2017. A local radio show personality had heard of a potential school choice option for the Finger Lakes area and contacted a (now) board member for a radio interview. Following this radio debut, much time was spent in one-on-one conversations. The focus was soliciting information and feedback on the existing school choice options. Most conversations regarded school safety, lack of attention to the basics, too much attention on tests, general curriculum questions and concerns, and fiscal responsibilities. People began to step forward and offer their assistance. The more extensive and ongoing public outreach process began in the winter of 2018.

Although we continued to listen to the public and gather information, we also began to share our thoughts on alternative options that could be possible. Outreach efforts have included community events at local businesses and libraries, and larger public events and parades. Flyers, door hangers, posters, bookmarks, and lawn signs have been placed throughout the local area. Private and public meetings with government officials, public school officials, private schools, and public charter schools have occurred since that initial radio interview in 2017. Outreach has also been conducted via our website, Facebook page, Instagram account, local television media (ARMA), and printed and online newspaper articles (The Citizen, Auburnpub.com).

Our website includes the FLCACS mission, the approximate opening date for the charter school, the intended area of students to be served, a brief description of the program, and examples of the classical curriculum. There is a contact email for suggestions, comments, and questions. There is also information about board members. Our Facebook page includes charter events and information about traditional classical education. Regular board meetings began in June 2019.

Community conversations have confirmed interest in a traditional classical curriculum with a strong phonics and reading program, and a traditional and rigorous math curriculum. Auburn is a blue-collar town with a median household income of \$30,281, leaving tuition-based choices to a select group. The pandemic strongly highlighted the desire for school choice and the awareness of families looking for alternative instruction methods at the few independent options in our area. FLCACS would have no other competition for students seeking a tuition-free charter school alternative to traditional public schools. Depending on the center school location, within our 15-mile radius, we would be looking to draw from 13 school districts and approximately 18,500 students.

FLCACS has been pursuing and connecting with families, community leaders, and local business owners regarding this potential opportunity. Our conversations, surveys, and petitions have been essential in developing and emphasizing FLCACS's key design elements. The following pages contain photos of the events, our booths, flyers that we used or invitations that we received to attend the event. Below is a table of contents of these:

<u>Outreach Activity</u>	<u>Date (Mo-Yr)</u>	<u>Material Type</u>	<u>Page #</u>
██████████ Show	Mar-17	Picture	6
████████████████████ Pancake Breakfast	Feb-18	Poster	7
████████████████████ Science Project	Mar-18	Picture of Event	8
██████████ Pajama Storytime	Mar-18	Picture of Event	9
████████████████████	May-18	Exhibitor Paperwork	10
Auburn Memorial Day Parade	May-18	Picture of Event	11
██████████ July 4th Parade & Field Day	Jul-18	Picture of Booth	12
████████████████████ Church	Jul-18	Invitation	13
████████████████████	Aug-18	Picture of Booth	14
It's a Wonderful Life, ██████████ ██████████	Dec-18	Poster	15
████████████████████ Pancake Breakfast	Jan-19	Picture of Booth & Event	16-17
████████████████████ ██████████	Mar-19	Board Minutes	18

<u>Outreach Activity</u>	<u>Date (Mo-Yr)</u>	<u>Material Type</u>	<u>Page #</u>
Create FaceBook Page	Apr-19	Screenshot	19
██████████ Republican Women's brunch	May-19	Picture of Event	20
████████████████████	May-19	Picture of Booth	21
Auburn Memorial Day Parade	May-19	Picture of Event	22
Owasco July 4th Parade & Field Day	Jul-19	Picture of Booth	23
Canal Fest	Jul-19	Picture of Booth	24
Big 6 Fair	Jul-19	Picture of Booth	25
Great Race, Auburn	Aug-19	Picture of Booth	26
Children's festival	Aug-19	Picture of Booth	27
Tomato Fest, Auburn	Sep-19	Picture of Booth	28
Art in the Park	Sep-19	Picture of Booth	29
Art in Park Article	Sep-19	Newspaper Article	30-33
Distribute Door Hangers	Oct-19	Door Hanger	34
Create Instagram Account	Oct-19	Screenshot	35
Pennys Pumpkin Farm (3 weeks in a Row)	Oct-19	Picture of Event	36-38
Fall Fest, Seymour Library	Oct-19	Picture of Booth & Event	39-40

<u>Outreach Activity</u>	<u>Date (Mo-Yr)</u>	<u>Material Type</u>	<u>Page #</u>
Community Q&A, Seymour Library	Oct-19	Flyer	41
CCC Craft Fair	Dec-19	Invitation Letter	42
Community Q&A, Seymour Library	Jan-20	Flyer	43
Community Q&A, PlaySpace	Feb-20	Flyer	44
Community Q&A, Seymour Library	Mar-20	Flyer	45
Charter School Article	Aug-20	Article	46-49
Facebook Video on School Choice	Sep-20	Picture	50
Charter School Article	Sep-20	Article	51-52
Charter School Article	Dec-20	Article	53-55
Poster Distribution	Dec-20	Poster	56
CCC Craft Fair	Dec-20	Picture of Booth	57
Lemondes Meet & Greet	Jan-21	Picture of Event	58
Open House	Mar-21 thru Jul-21	Flyer	59
██████ Meet & Greet	Apr 21	Picture of Event	60
██████ Campaign Kickoff	Jun-21	Invitation	61
████████████████████	Jun-21	Picture	62

<u>Outreach Activity</u>	<u>Date (Mo-Yr)</u>	<u>Material Type</u>	<u>Page #</u>
Republican Summer Picnic	Jul-21	Invitation	63
Holiday Parade, Auburn	Nov-21	Flyer & Picture	64-65
[REDACTED] Event	Feb-22	Picture	66
[REDACTED]	Mar-22	Pictures	67-68
[REDACTED]	Mar-22	Flyer	69
[REDACTED]	Mar-22	Flyer	70
Community Forum(s), [REDACTED]	Mar-22 & May-22	Flyer	71
[REDACTED]	May-22	Picture	72
[REDACTED]	May-22	Article	73
Republican Summer Picnic	Jul-22	Invitation & Picture	74-75
[REDACTED]			
[REDACTED]	Aug-22	Picture	76
Back the Blue Community Event, [REDACTED]	Sep-22	Picture	77
Golf Tourney DA Fundraiser, Dutch Hollow Country Club	Sep-22	Pictures	78
Cayuga County Meet & Greet	Sep-22	Invitation	79
Women's Republican Brunch	Oct-22	Picture	80
General Handouts	2018-2022	Actual Handout & Bookmarks	81-83
Lawn Signs	2021-2022	Pictures	84-92



All You Can Eat

Pancake Breakfast

Sunday, January 14th
Everyone Welcome!

\$8 adults

\$7 Seniors

\$3 Children 5-12

Under 5 Free



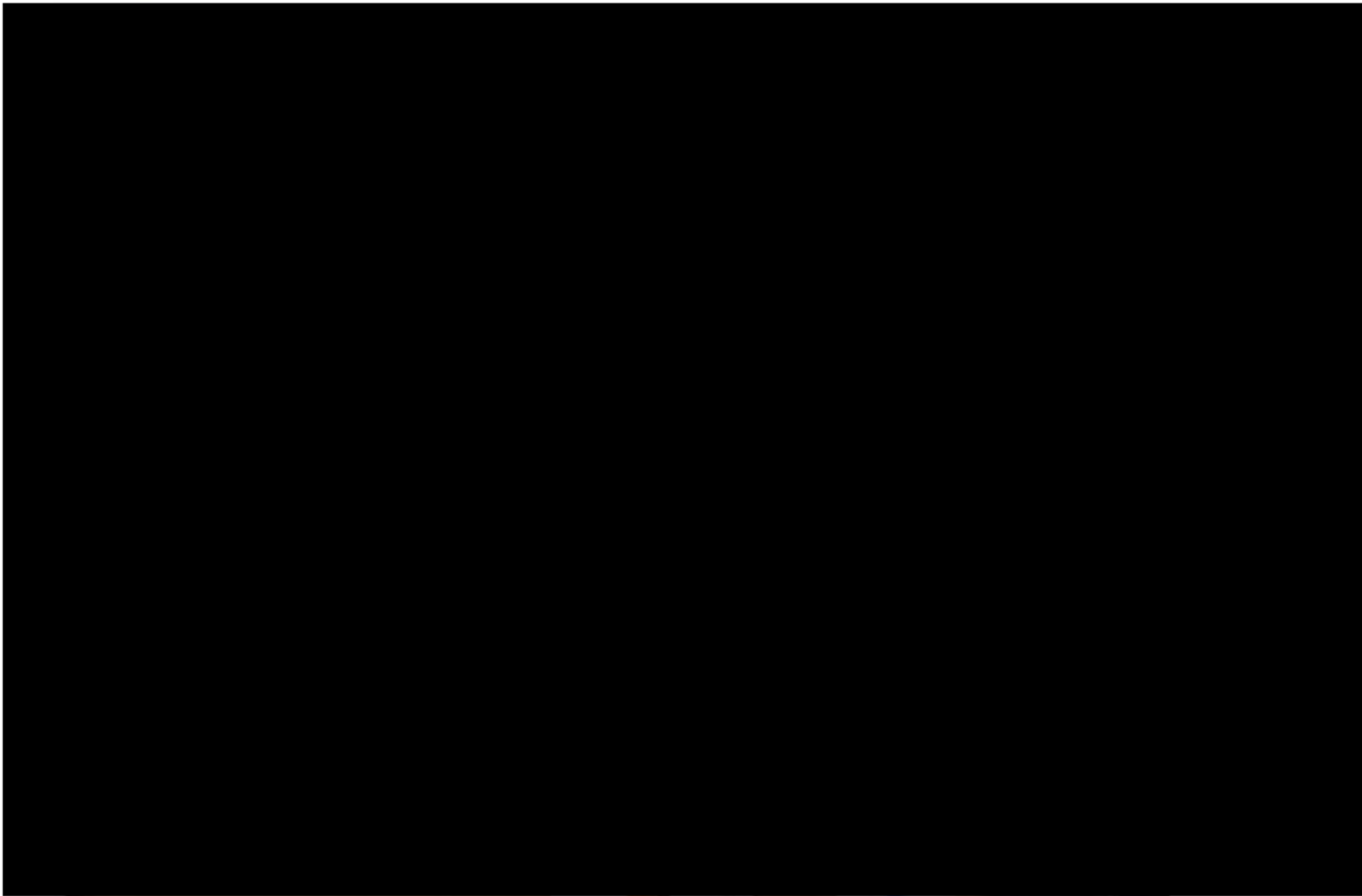
Pancake Breakfast is every 2nd Sunday of the month November – March.



FINGERLAKESCL... Posts



fingerlakesclassica...





Exhibitor Application



Sunday, May 27, 2018

10AM to 7PM

Downtown Auburn

Majorpalooza is pleased to invite you to participate at [REDACTED]. There will be live music, free family activities, plus food, wine and brew tastings & artist vendors. [REDACTED] will be on [REDACTED] in the center of [REDACTED], where the streets will be closed to all but pedestrian traffic. You are invited to have a table/booth to promote your organization or business, according to the guidelines as outlined below.

2018 SCHEDULE

Vending application deadline	May 1st	
Booth set-up	May 27 th	8AM – 9:30AM
Event (rain or shine)	May 27 th	10AM – 7PM
Booth breakdown	May 27 th	Immediately following event

Fee: **FREE**, donations payable to the [REDACTED]

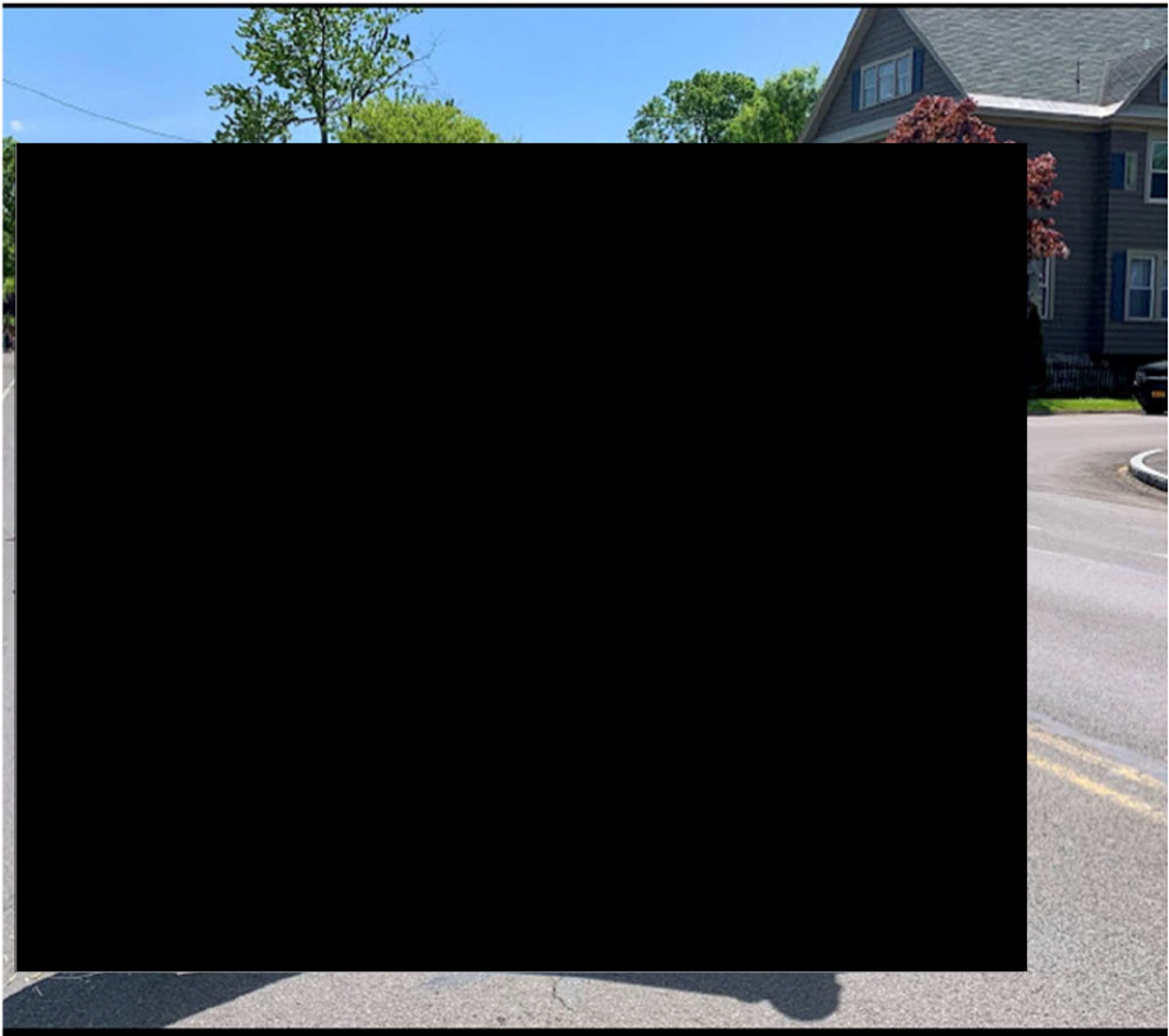
ENTRY DEADLINE: May 1st, 2018 Questions? Call [REDACTED] [REDACTED]

DISPLAY REQUIREMENTS

Booth Spaces are approximately **12-feet wide by 12-feet deep**. All participants need to bring their own **display units/panels, materials, tables, chairs, 10' x 10' covers**, etc. Vendors are responsible for keeping their booth/space clean & orderly during and after the show. **Electricity is not provided or available**.

Participants are encouraged to make their **display booth interactive**, and somehow involve the public with a **hands-on activity**. This makes it more interesting & enjoyable vs. just handing out literature.

Prohibited: Raffles of any kind. Food & beverage sales are **only** allowed in the food and beverage tents.





**YOUR ORGANIZATION IS CORDIALLY INVITED TO BE
REPRESENTED AT [REDACTED]
EDUCATION OPTIONS NIGHT**

You are invited to a one of a kind evening! We are giving citizens of Auburn and surrounding areas an opportunity to see what Educational Options are available to them in our local area. All local education organizations (i.e. Public/Charter/Montessori/Catholic/Online/Home Schooling), will be given an opportunity to speak to the public on behalf of their program of instruction. Each representative will be offered a 10 minute time slot to speak on their schooling option, as well as, a table to further engage with the attendees.

When: Tuesday, July 31, 2018

Where: [REDACTED]

Auburn, NY 13021

Time: 6 – 8 pm

RSVP: Monday, July 2, 2018 with your School's Representative's Name to [REDACTED] at [REDACTED]

Speakers will be assigned in the order of RSVP.

****Please understand this is NOT a forum in which to speak negatively about other options that are available. This is simply to help inform the public on what options in Education are available.**



"IT'S A WONDERFUL LIFE"

FESTIVAL

December 7, 8, & 9, 2018

Seneca Falls, NY

FEATURING FOUR ACTORS FROM THE FILM



SPECIAL GUESTS



SHARE THE BEDFORD FALLS EXPERIENCE

With *It's a Wonderful Life* Fans From Around the World

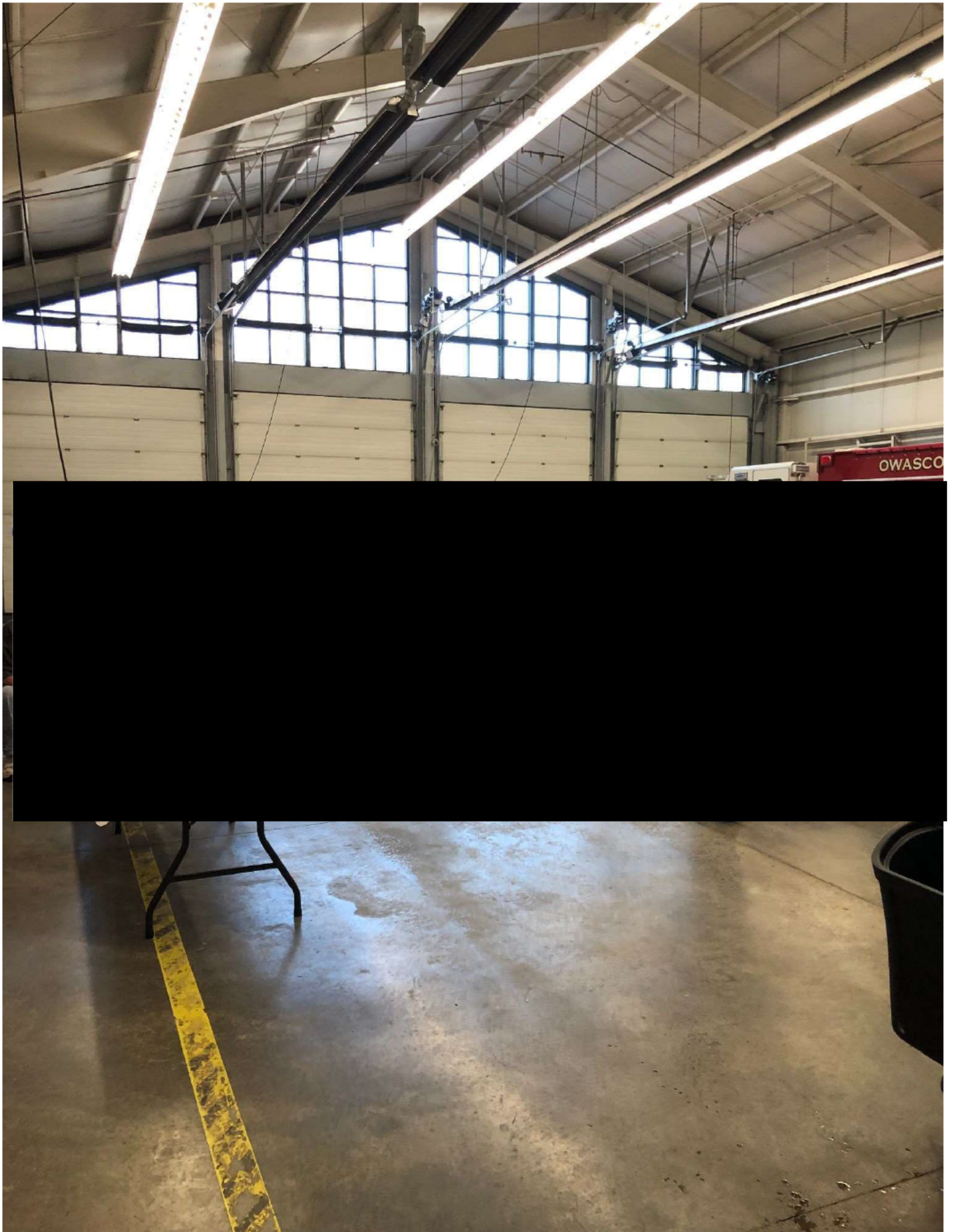
SPECIAL EXHIBIT

The Creative Genius of Set Director Emile Kuri -- From *It's a Wonderful Life*

20,000 Leagues Under the Sea Directed by Emile Kuri







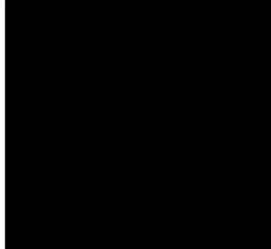
CAYUGA COUNTY LEGISLATIVE AGENDA



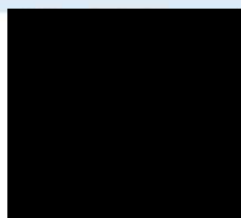
CAYUGA COUNTY LEGISLATURE MEETING

DATE: MARCH 26, 2019, CHAMBERS – 6:00PM

LEGISLATURE MEMBERS:



District 1, Chair
District 2
District 4
District 6
District 8
District 10
District 12
District 15



District 13, Vice-Chair
District 3
District 5
District 7
District 9
District 11
District 14

CALL TO ORDER:



ROLL CALL:

EXCUSED:



PLEDGE OF ALLEGIANCE:

MOMENT OF PRAYER:

DEATHS:

- [REDACTED], served as a custody officer in the Cayuga County Jail for 14 years
- [REDACTED] World War II Veteran, served on Board of Directors at SCAT Van in Auburn for 23 years as a driver and van assistant, the grandfather of Legislator [REDACTED]

PROCLAMATIONS:

- Donate Life Month in Cayuga County April 2019
- Equal Pay Day 2019, April 2nd
- Sergeant Francis G. Porter Day in Cayuga County March 26, 2019

PRESENTATIONS:



PUBLIC TO BE HEARD:

MINUTES TO APPROVE: FEBRUARY 14TH & FEBRUARY 26TH, 2019



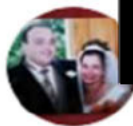
Finger Lak...



Finger Lakes Classical School



Message



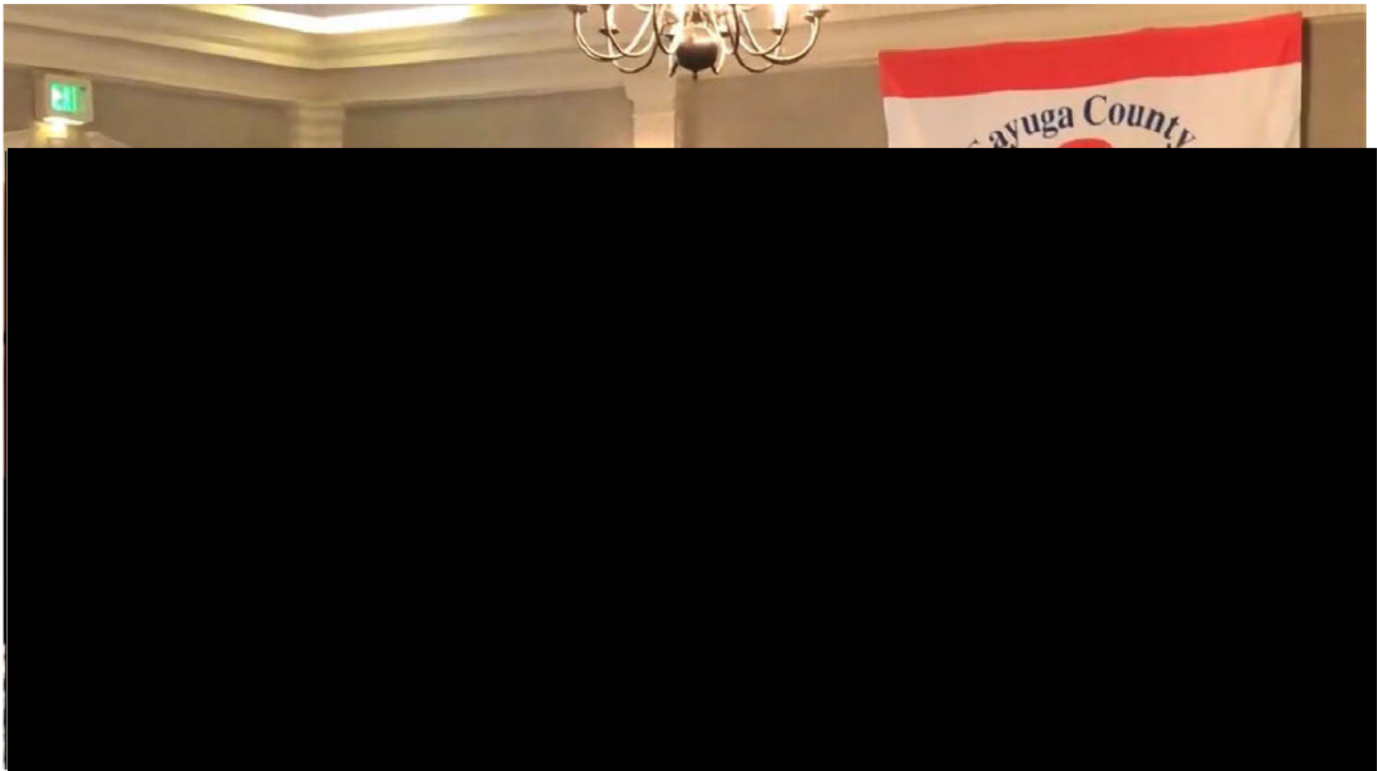
[REDACTED] and 243
others like this

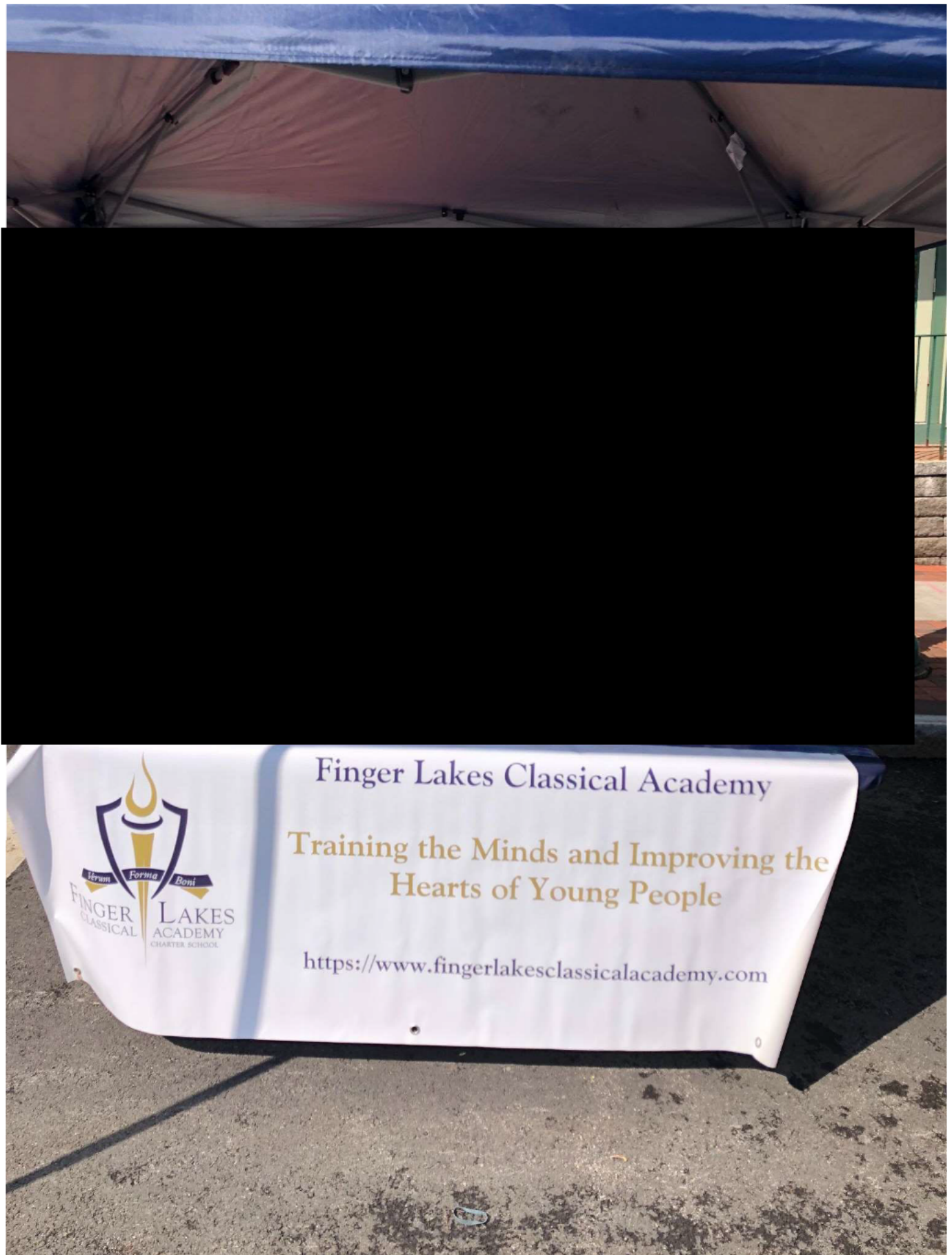
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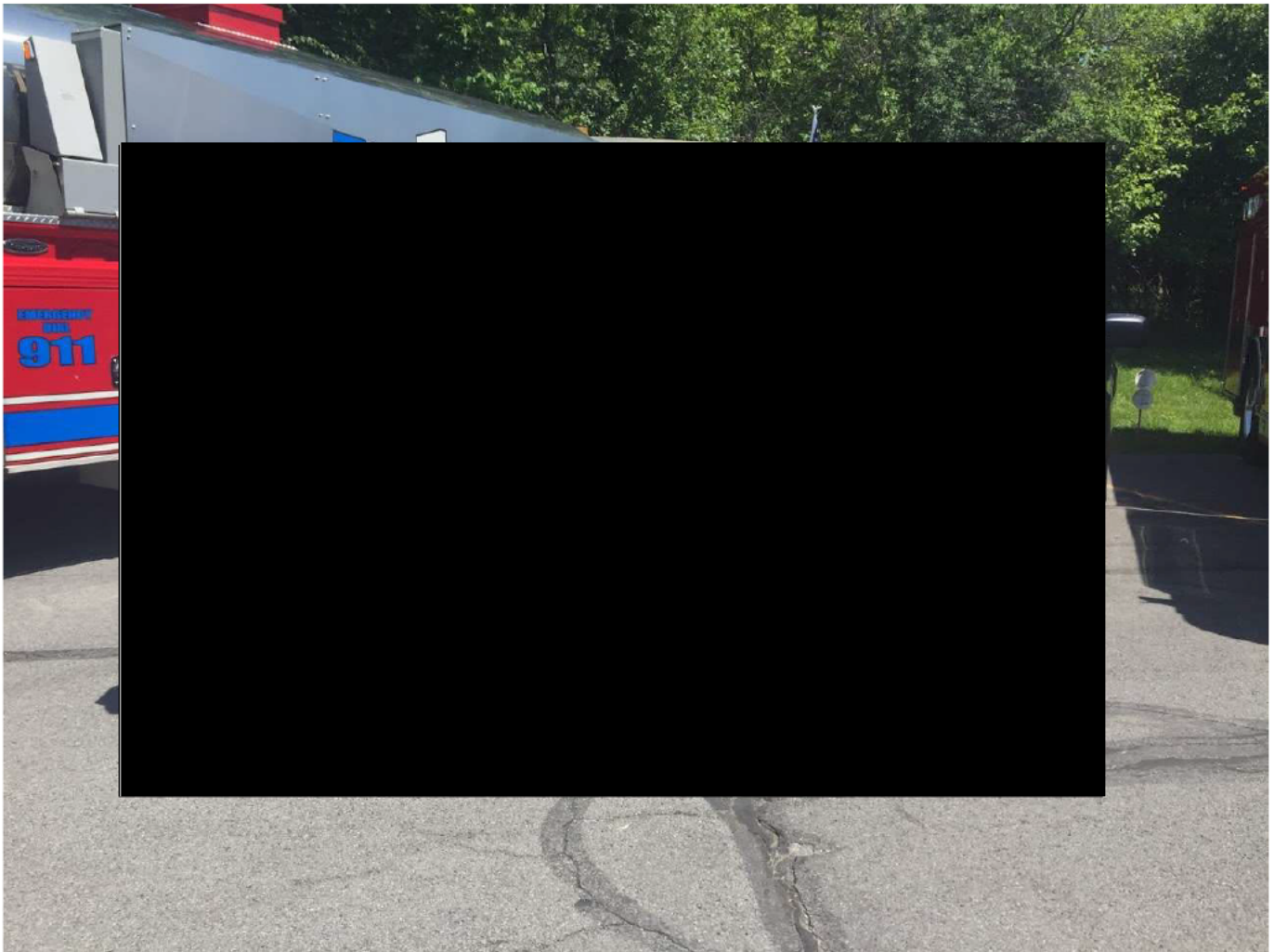
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Reviews

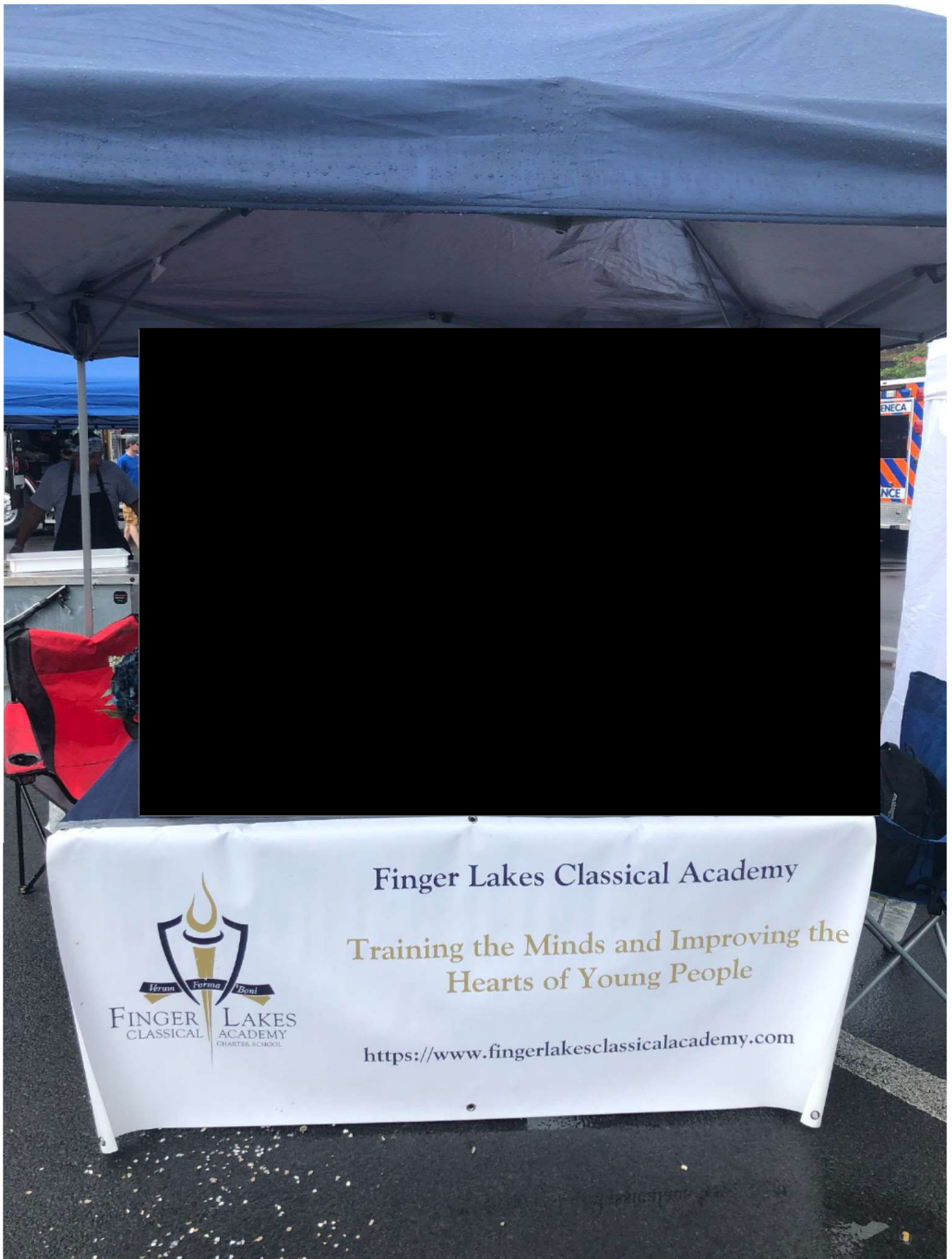
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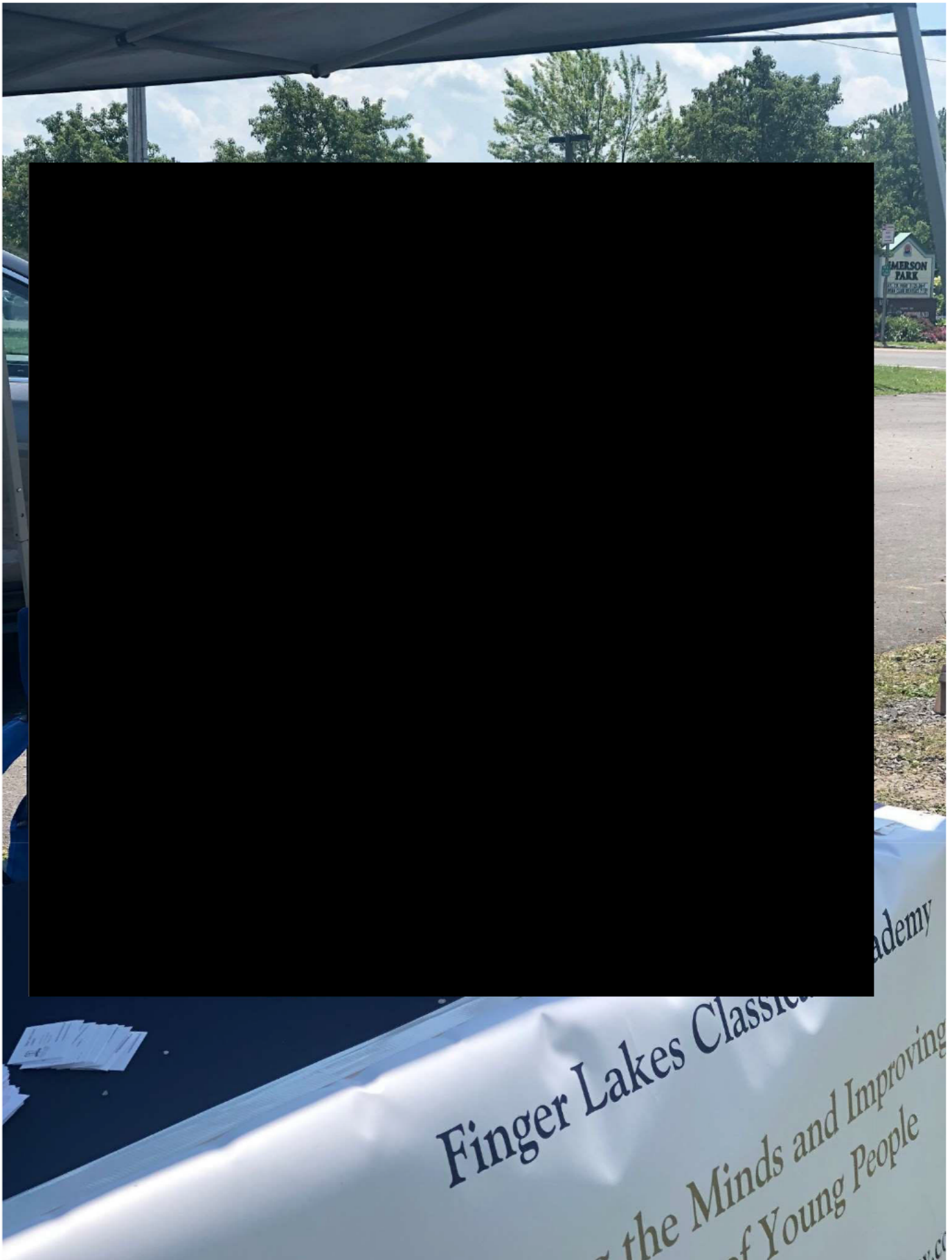


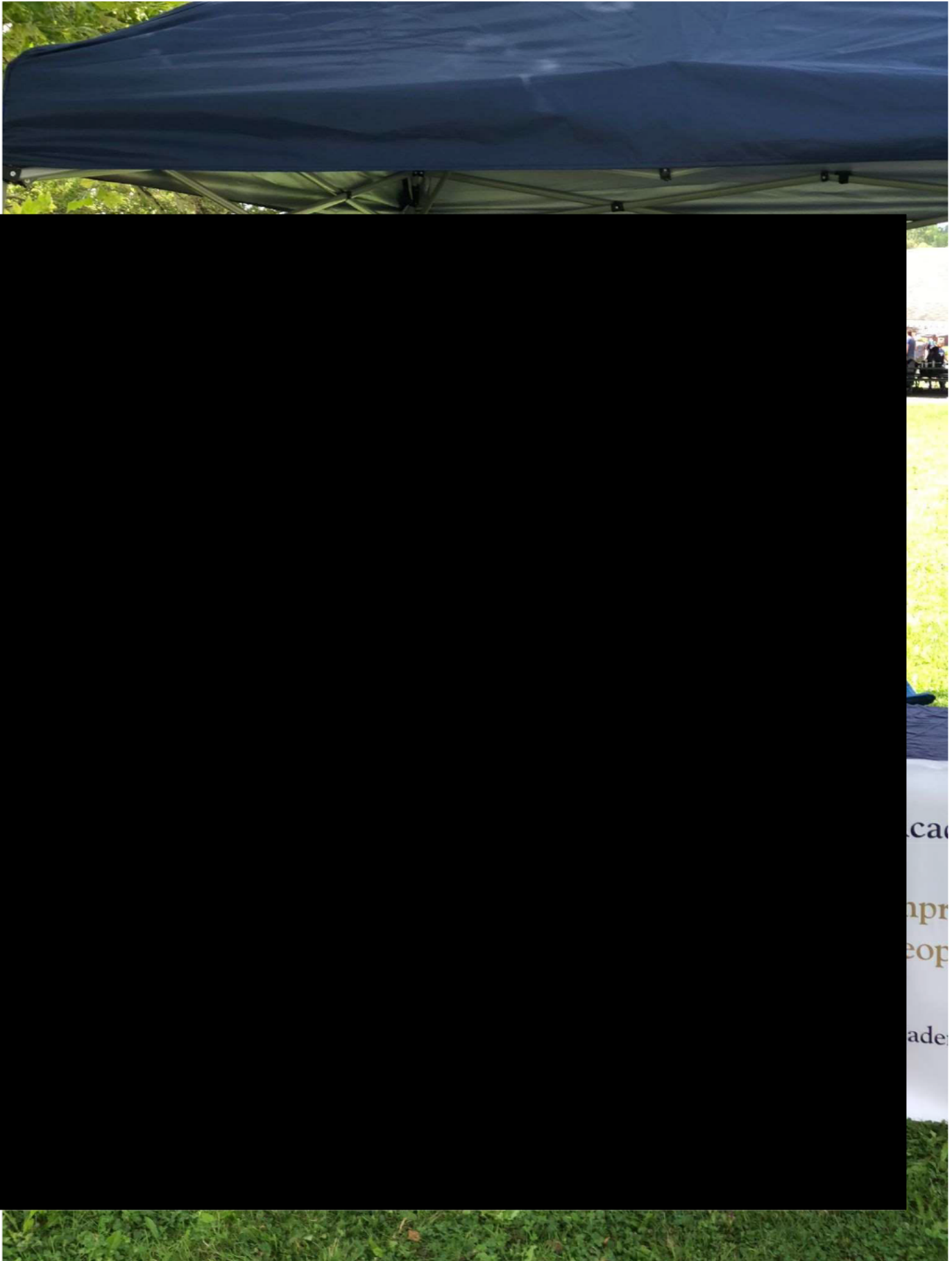


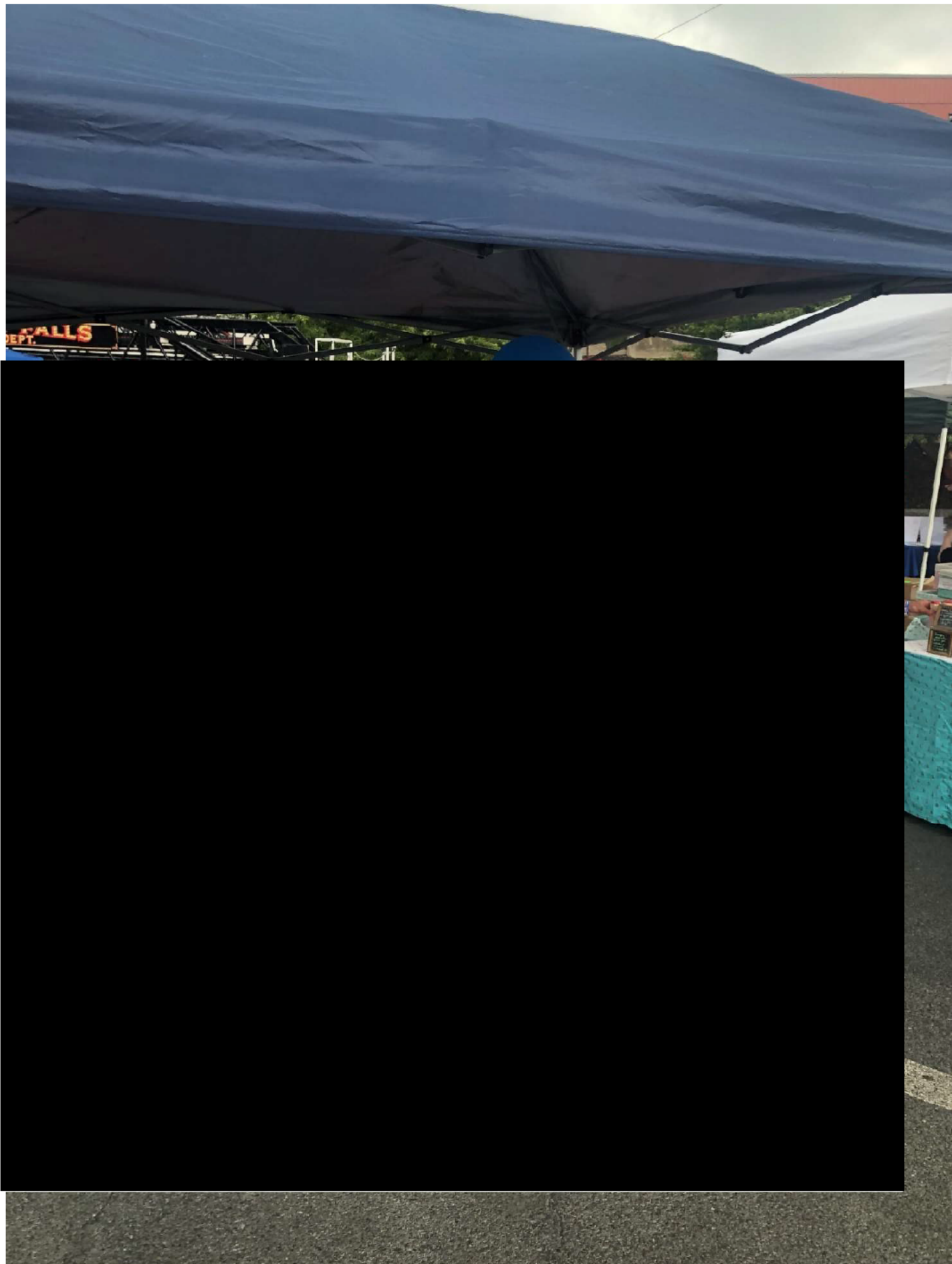


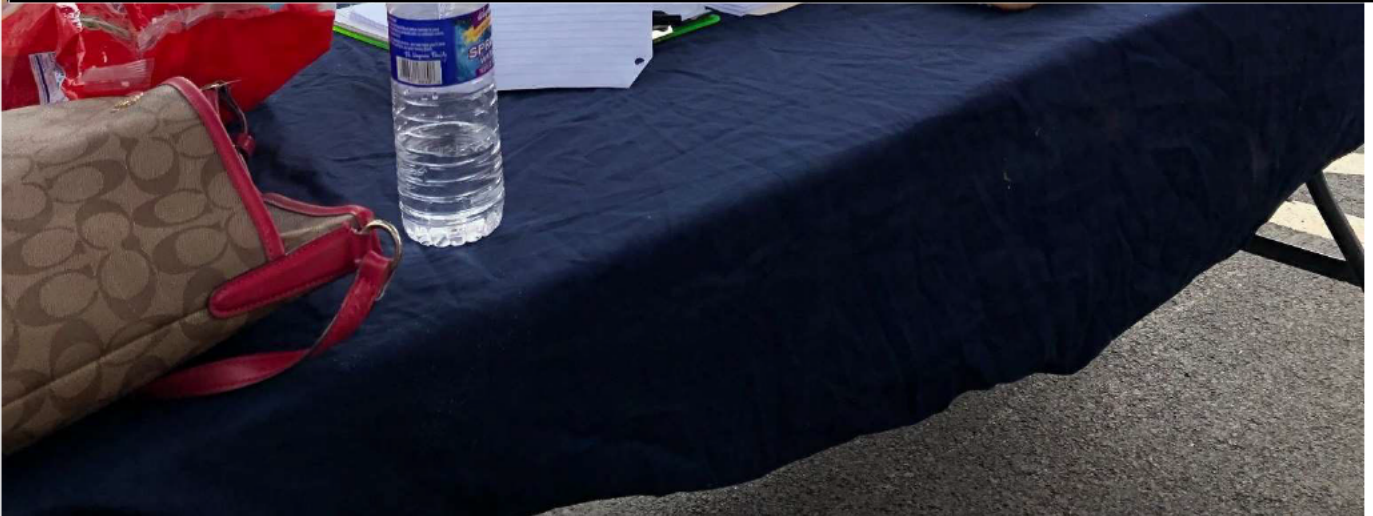
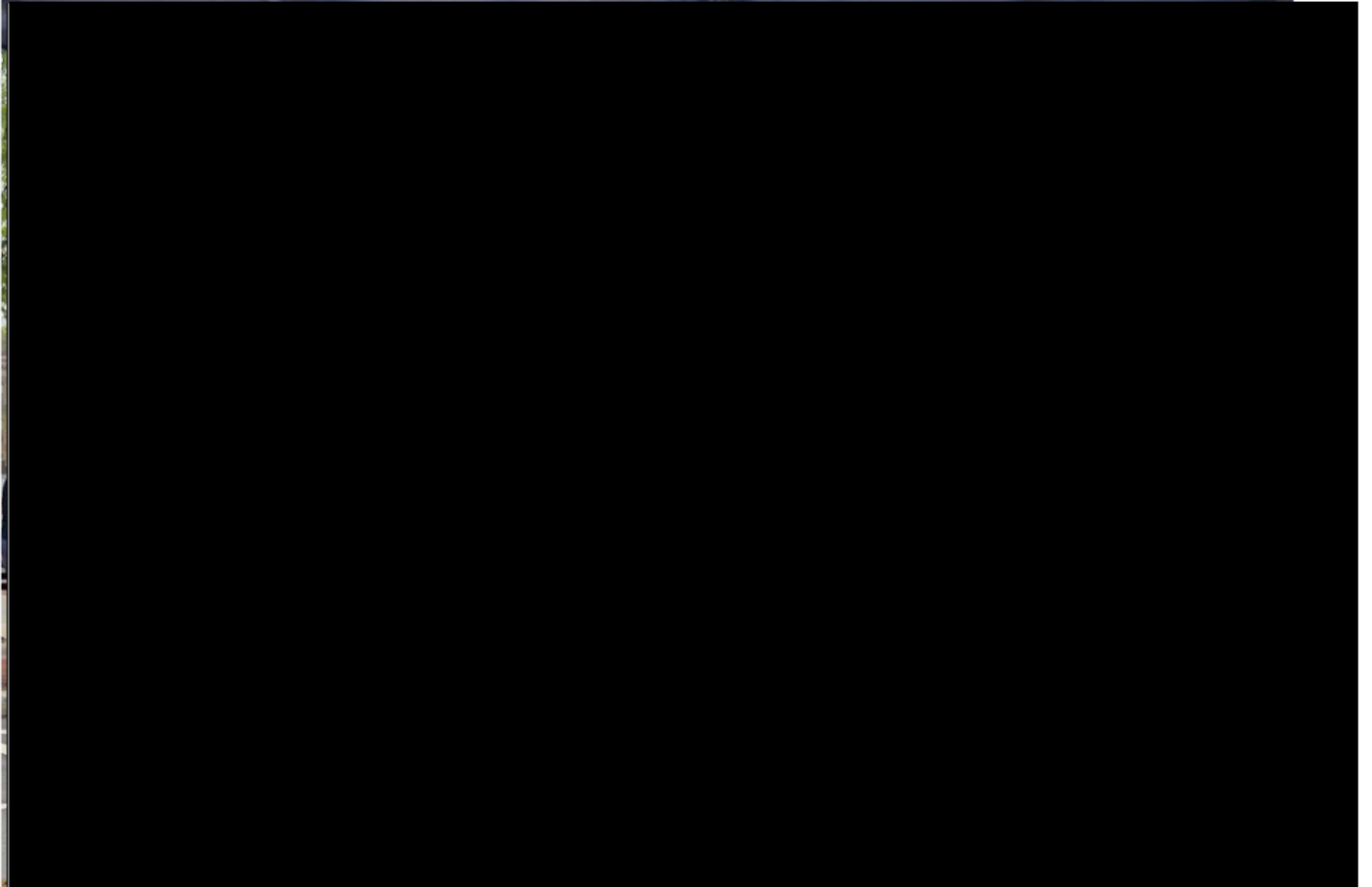






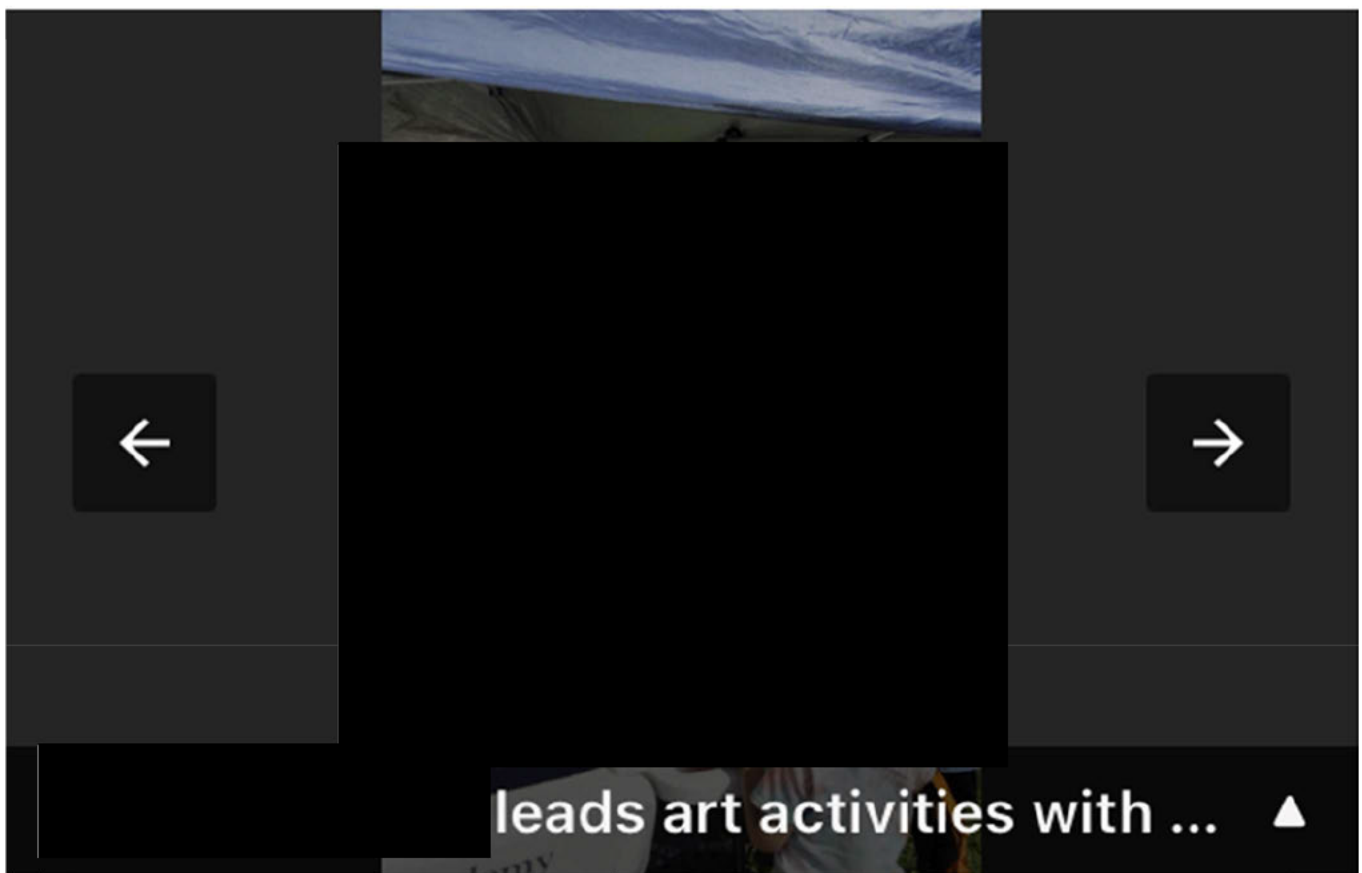






COMMUNITY

Art in the Park: Visitors explore art at outdoor event in Auburn

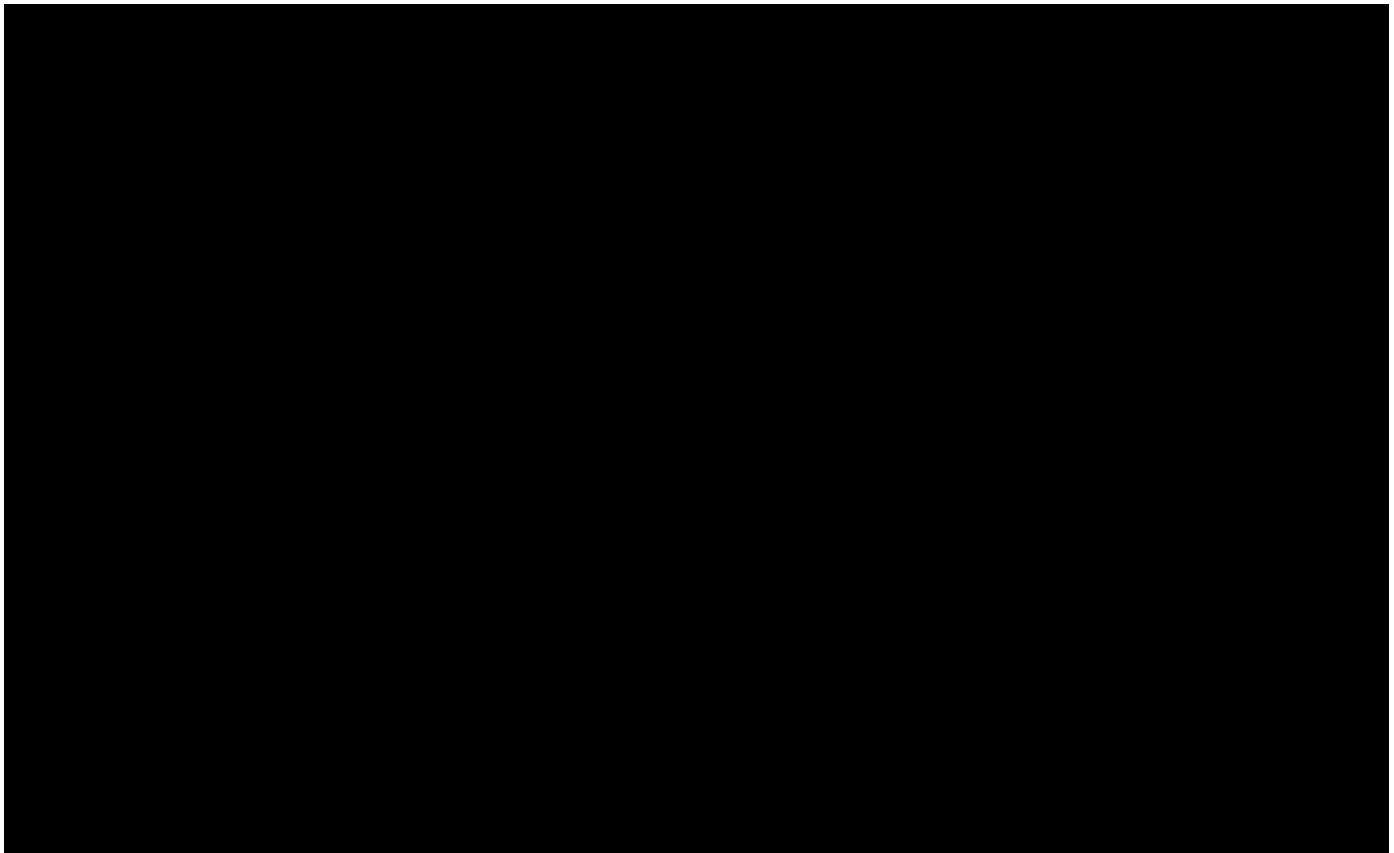


Updated Oct 20, 2019

Art in the Park: Visitors explore art at outdoor event in Auburn

† [REDACTED]

· Sep 15, 2019 Updated Oct 20, 2019



People spend time at the Art in the Park event at Hoopes Park in Auburn in September

AUBURN — While [REDACTED] lives close to [REDACTED], she had never been to the Art in the Park event held there until Saturday morning.

[REDACTED] who was at the vendor-packed event with family, said she was enjoying herself. She said she wanted to check out the event, adding that she didn't she realize there would be so many vendors. She noted they hadn't been at the event long, but enjoyed some cookies they had. Tenti talked about what she thought the appeal of the event was.

"I think probably the vendors, just supporting local people with their businesses, and it's a nice day, and it's a nice way to come see what people living in our community have to offer," she said.

Tents with all manner of arts, crafts and other items, from stone to soaps and lotions, were lined up at different parts of the park. Food trucks and other activities were also around while music could be heard.

[REDACTED] had a tent at the park, with crowds of people coming by to see [REDACTED] wooden shelves, cars, clocks and more. Witter said he has has been at the art event a few times in the past, and business had been good that morning.

Two event attendees, [REDACTED] [REDACTED] and [REDACTED] [REDACTED], complimented [REDACTED] on his work, and Harper bought a small shelf. [REDACTED] said her father had done woodworking and she was drawn to such items. She added that she was surprised by the number of vendors at the event, and [REDACTED] said she enjoyed her time there as well.

"There's a lot of creative people here," Murphy said.

[REDACTED] and [REDACTED], art teachers at Auburn Junior High School and Auburn High School, respectively, shared a tent for [REDACTED] knitting and crocheting business and [REDACTED] pottery business. Nearby were some of Bunce's students, doing face painting for children.

[REDACTED]y [REDACTED] could be seen doing painting activities with children at a tent for the Finger Lakes Classical Academy, which hopes to open a physical location by fall 2020. Moments such as children playing by a foundation could also be seen at the park as well.

[REDACTED] was busy creating art work for the fourth annual [REDACTED] Air Paint Out, a juried event in which competitors painted in the outdoors. She would occasional look over

intently at the spot in front of her, as her piece was of a spot with steps she was close to.

She admitted that she was nervous, as she had less than two hours at that point to finish her piece, and it normally takes her months to finish a painting rather than hours. Being out in the park was a "a treat for me," [REDACTED] said. She praised the setting.

"I think the art and the vendors, it's a nice combination of events," [REDACTED] said.

Small Door Hangers: Front side



Small Door Hangers: Back side

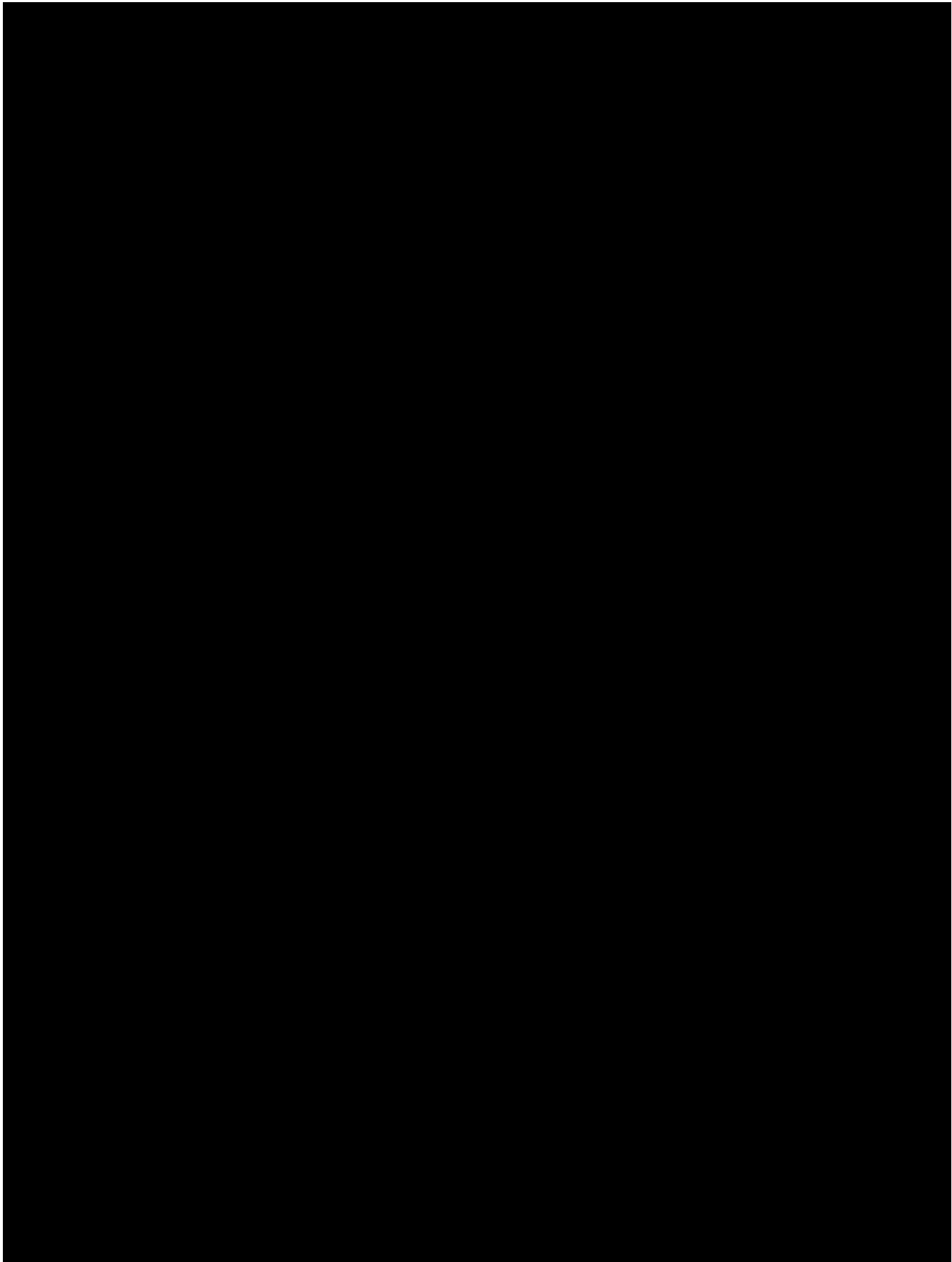


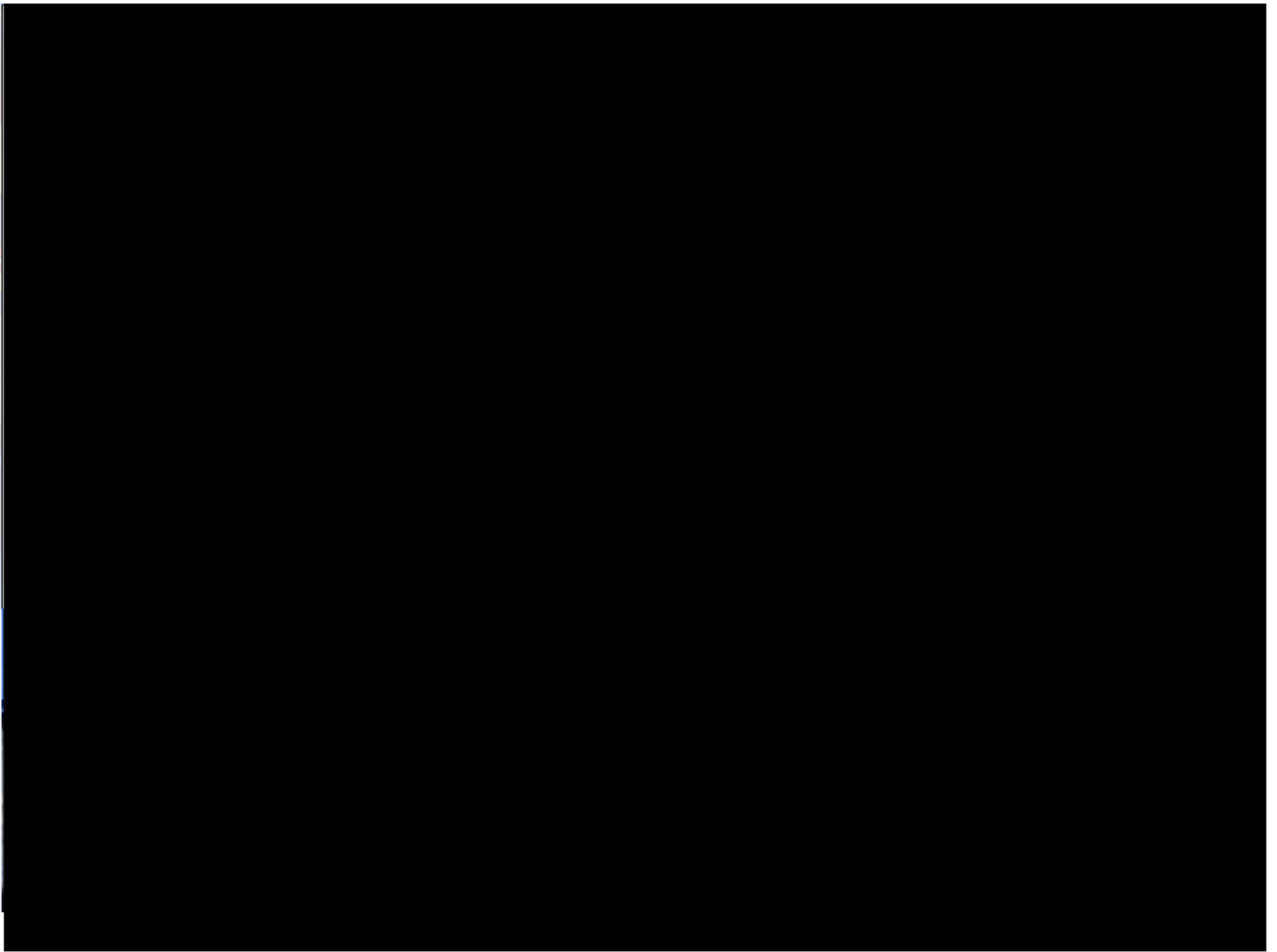
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Finger Lakes Classical Academy

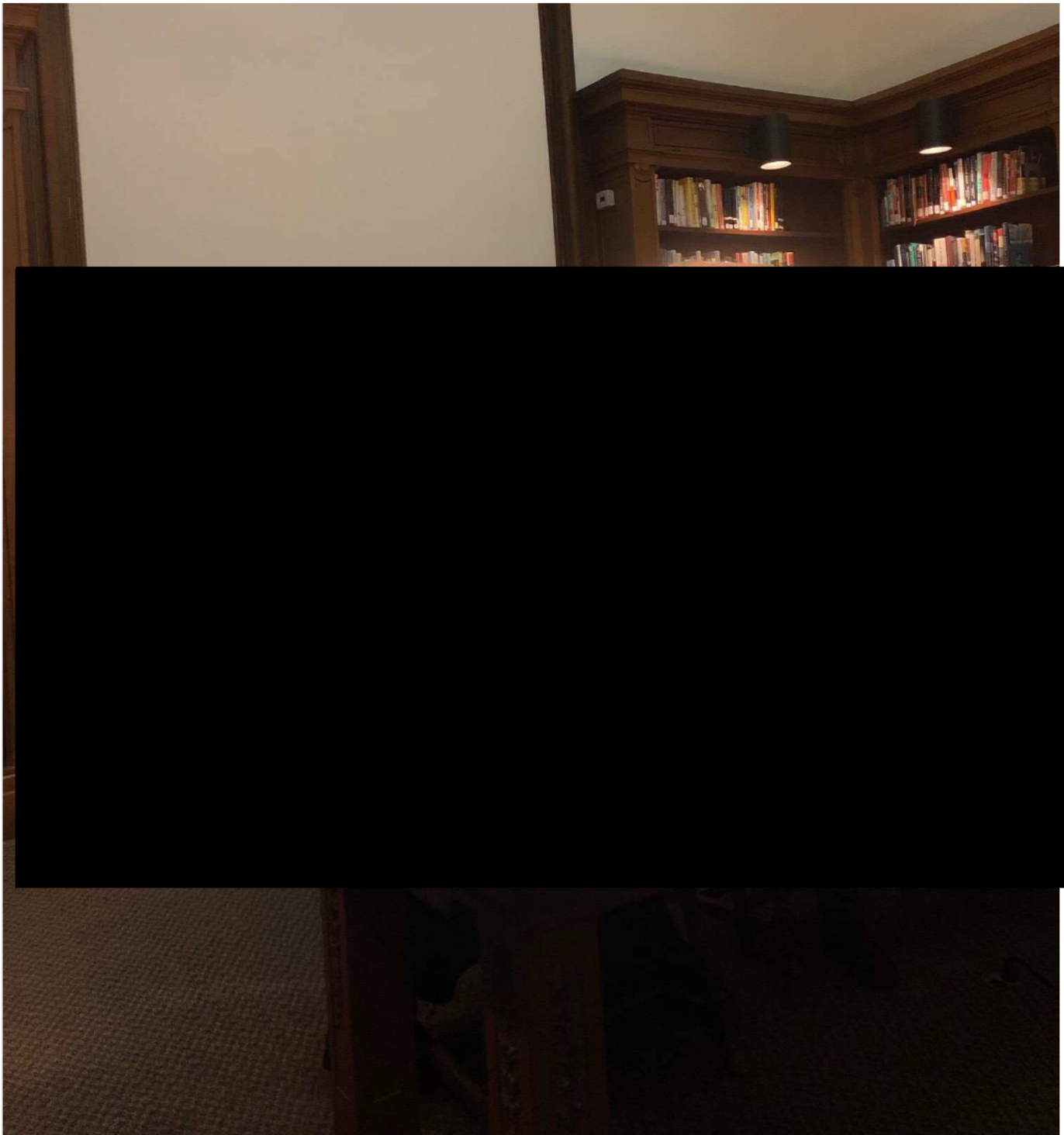
More information at:
fingerlakesclassicalacademy.com Please
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Interested in a potential alternative educational option for the children of our community?

Classical Education

- A content-rich core knowledge curriculum integrating literature, history, math, science, music and the arts.
- Explicit phonics and Latin to give your child a solid foundation in literacy.
- Ability-grouped Singapore math curriculum.
- Highly engaging, direct, teacher-led instruction.
- Cultivating independent and critical thought through methods such as Socratic seminar.
- A classical, liberal arts education that will help your child flourish and live a good and meaningful life.



www.fingerlakesclassicalacademy.com
www.facebook.com/Finger-Lakes-Classical

Join us for an
informational
session



December 7, 2019

Welcome to the 46th Annual Holiday Craft Fair. We hope your sales are plentiful!

If you need assistance during the Fair, please feel free to contact someone at the Registration Station or one of our student volunteers who will be wearing Cayuga Community College shirts and a staff lanyard. We will be circulating throughout the Fair.

In your packet you will find a vendor directory and a map of the Fair. PLEASE NOTE: there may have been some changes to booth assignments here and there due to unanticipated circumstances.

This year look for:

- Food Options for Fair visitors and vendors:
 - Wolf's Patio Pizza Food Truck – outside Spartan Hall Entrance
 - Subway – adjacent to Cafeteria
 - Various treats from vendors representing the Cayuga County Sweet Treat Trail
 - GrubHub or DoorDash if you have the app on your phone.
- Children's Art Activity hosted by CCC Art Professor [REDACTED] and local Auburn Art Teacher, [REDACTED] with Cayuga's Art Students, located between Spartan Hall and the Main College Entrance
- Music "buskers" in the Cafeteria. Enjoy them while you eat!

We are expecting the attendance at this year's craft show to be robust. We have expanded the size of the Fair by 10% in the past year. There will be 24-hour building security assigned to the show.

To avoid any risks, please have your booth occupied during Craft Fair operating hours.

Thank you for your participation and hope your craft fair experience is rewarding.

HAVE A WONDERFUL HOLIDAY SEASON!

[REDACTED]

Interested in a potential alternative educational option for the children of our community?

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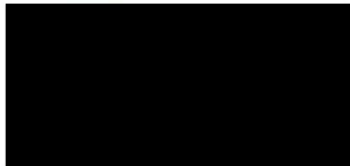


Join us for an
informational
session

www.fingerlakesclassicalacademy.com
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Interested in a potential alternative educational option for the children of our community?

Join us for an informational session



Tuesday, February 18th at 5:30 PM



Classical Education

A content-rich core knowledge curriculum integrating literature, history, math, science, music and the arts.

A classical, liberal arts education that will help your child flourish and live a good and meaningful life.

Interested in a potential alternative educational option for the children of our community?

Classical Education

- A content-rich core knowledge curriculum integrating literature, history, math, science, music and the arts.
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- Highly engaging, direct, teacher-led instruction.
- Cultivating independent and critical thought through methods such as Socratic seminar.
- A classical, liberal arts education that will help your child flourish and live a good and meaningful life.



Join us for an informational session

Tuesday, March 10th at 6:30 PM

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Group seeks to open Cayuga County charter school

† [REDACTED]

Aug 25, 2020 Updated Dec 1, 2020



The logo for the Finger Lakes Classical Academy, found on the academy's Facebook page. The board of directors of the possible academy are working to bring it into fruition as a public charter school.

A Group of central New York residents want to offer a public charter school that would serve as an alternative to public schools without the financial barrier of a private institution.

Maureen Angotti and others have been working on establishing the Finger Lakes Classical Academy. But starting a charter school with public funds is a long and arduous process even under normal circumstances, let alone during the COVID-19 pandemic. The Finger Lakes Classical Academy is looking toward a 2022 opening.

Angotti, a member of the academy's board, said the idea behind pursuing a public charter school was to make an alternative to traditional public school more accessible to families who may not be able to afford the tuition of a private school. With public funds, the school wouldn't require tuition.

"Auburn and Cayuga County in general is a very middle-class area, and tuition is out of reach for so many families," Angotti said.

She said the public charter model is more sustainable than a private school. She said she appreciates the efforts and dedication of those who work at private institutions, but "it's really, really difficult at a private level to maintain and to find the kind of education that you want because of fundraising needs."

The academy's curriculum would focus on "classical, traditional learning," Angotti said, based on American educator [REDACTED] [Knowledge curriculum](#). It features methods of teaching phonics and math that Angotti feels are particularly effective, and includes history, geography, natural sciences, arts and civic duty. She added that it also involves students starting a second language in elementary school and starting Latin by third grade.

"There's just so many things about it that are, in my opinion, the best way to educate a child," she continued.

Angotti said she found the curriculum a couple years ago and was greatly impressed. She had also had a lot of conversations with people who wanted to explore possibilities

outside of public schools but didn't feel they were financially able to do so. She said the work to get this idea off the ground has been a group effort, adding that one board member studied Hirsch's methodology in college.

The board started getting involved in public events last year to get the word out about the school. The state's charter application process asks for documentation showing there has been public outreach.

The pandemic has made that effort more difficult, Angotti said, along the process of submitting an application to an authorizing entity, which she said for upstate New York is primarily either the state Board of Regents or SUNY. The most recent window of opportunity to apply was supposed to be in July but it was canceled. The next opportunity, Angotti continued, is during this upcoming winter. However, that is OK, she said, since it gives the board more time for public outreach.

The authorizer would decide how many grades the academy would have. The board hopes to open the school in Auburn, but that hasn't been determined, Angotti said, because it will depend on the authorizer and finding a building. A 2021 opening is possible but not likely at this point, she said, due to the July application period being cancelled. The board is looking at 2022 as its likely opening.

Seeing so many people work toward making this school a reality has been encouraging despite the circumstances and setbacks, Angotti said.

"I'm amazed at people's perseverance, which speaks to the recognition that there is a need in this community to have some school choice that isn't a financial burden on families," she said.

Public charter schools are funded through money per pupil from the state. Advocates for traditional public schools — which also rely on state funding — have long argued

such charter institutions sap public schools of money, resources and students. Charter proponents argue these facilities have more autonomy since they are independently operated but still have to live up to the standards in their individual charters and have a lot of positive aspects for students.

██████████, president of the Auburn Enlarged City School District Board of Education, said he had not heard that a charter school could potentially be coming to the district. He said there are possible benefits to charters such as a ability to experiment and teachers not contending with state testing.

There also can be problems, he said.

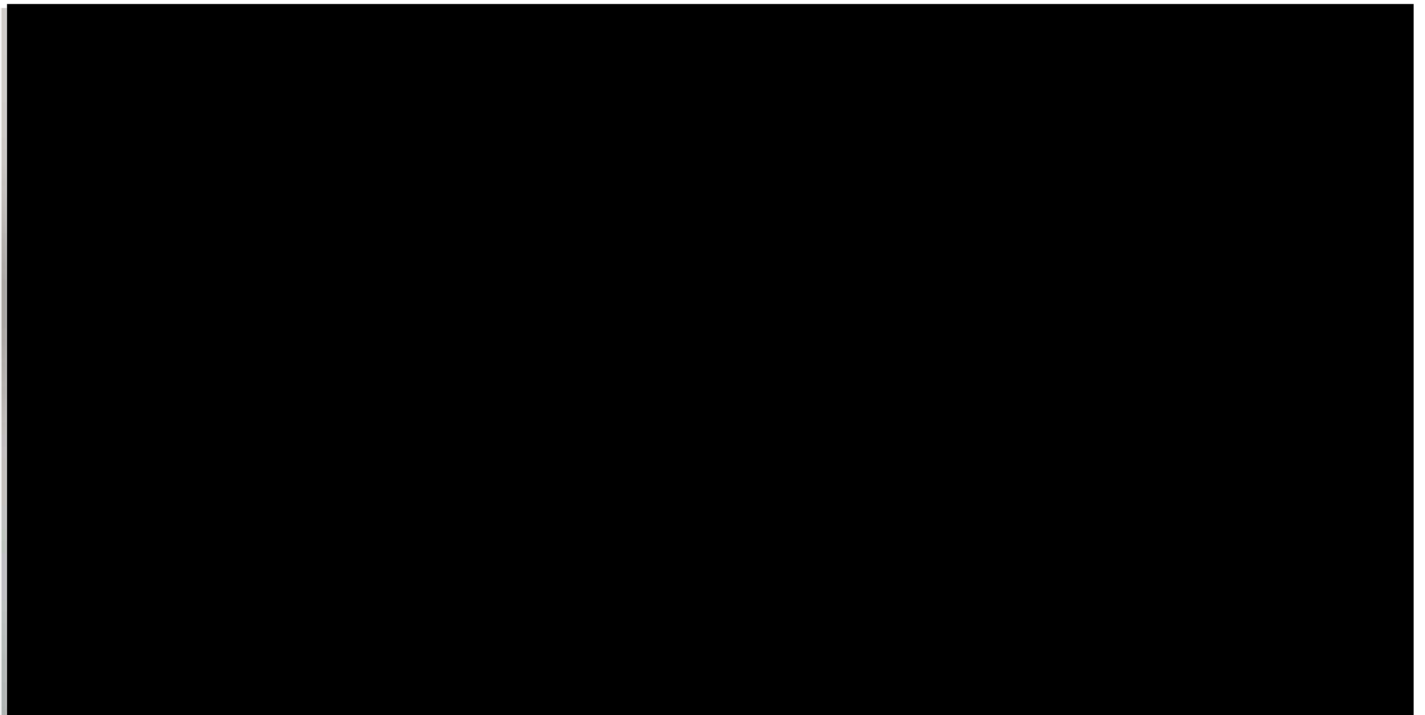
"There's no real accountability measures for their practices lots of times. Some charter schools have been great, some have been like a degree factory, where it's like, 'Give me your money and we'll get you through,' and the students don't really get much benefit out of it."

The major downside to charter schools for public institutions, ██████████ said, is that they can siphon off staff and enrollment numbers.

"With enrollment numbers going down, the school district loses even more state funding because it's going off to the charter school," he said.

On the other hand, ██████████ said, "competition leads to innovation."

"Competition can be a good thing. It can cause the public schools to have to raise their game to keep their enrollment up to compete against the charter schools," he said. "But at the same time, losing resources and trying to innovate to keep some of those resources could hurt."



Interested in hearing more about school choice? Check out this new video! The Finger Lakes Classical's board member, [REDACTED] has a lot of great information t...



Guest column: The case for a public charter school in the Cayuga County area

· Maureen Angotti Special to The Citizen

· Sep 29, 2020 Updated Nov 4, 2020

What if ... parents were able to decide for themselves what learning environment is best for their child? No matter where employment took them, what their income was, and what housing was available and in their price range, they still had school choice? Many parents may continue to choose the public option. Some who believe strongly in having faith interwoven into the curriculum would head to a religious school. Some embrace the philosophies of other private options. But what if it was their choice? Parents are the primary educators of their children. In our modern culture, this title may seem odd, since most children are educated by so many other outside influences. Even though these other sources may occupy more time with children, parents still retain the primacy of underscoring what is truly important in life, such as academics, morals and instilling civic duty. Incredibly, for so many parents across the nation, the decision of where to send their child to school is not included. Shouldn't parents decide, not property lines?

Historically, education in the United States has been split between private schools and the traditional public school. This changed in 1991, when the state of Minnesota passed the first law establishing charter schools in the state. Almost 30 years later, the number of charters in the U.S. has skyrocketed, forcing more competition and faster improvement among existing public and private schools. Too many American students are graduating high school ignorant of the most elementary facts and information normally taken for granted. Sadly, we have young adults entering college in need of remedial math and English. Overall, charter schools have provided a challenge to the status quo and have delivered the results that make it worth expanding this option for parents. They are nonprofit and tuition-free, funded by a per pupil percentage of what the typical public school receives. This emphasizes the mission of public education.

Should school taxpayers be funding the education of individual children for the betterment of our communities and our future, or should funding go to the doorstep of the school building in their zip code?

Not only have charter schools been found to have significantly higher levels of growth in math and reading for all students, but minority and low-income students benefit disproportionately more. They are becoming a bigger part of the U.S. education system every year. For millions of American families, they offer a much needed choice, different from the one-size-fits-all public school. Parents *are* the primary educators of their children. They know their child and should be able to choose what they believe will offer their child a brighter future.

Finger Lakes Classical is a group of parents, grandparents, educators and community members with a dream of offering the very highest standard in education to the community we care for. It hasn't been easy to get this project moving and will only continue to get harder, but we are up for the challenge of such a worthwhile cause. America's international test scores serve as evidence of a need to reflect. America is running in place as other high-performing countries start to lap us. The teachers' fault or the system's fault? The answer is clear to me. Our system is broken. We have many talented, caring and passionate teachers working in a fractured system. Teachers and parents are looking for more. We want exceptional schools for our children. We want teacher-led, content-centered classrooms based on a foundation of cultural literacy. We want choice. Specific subject matter knowledge over a broad range of domains is the key to language comprehension, and as a result, a broad ability to learn new things. It is the cornerstone of competence and adaptability in the modern world — to be able to vote responsibly, to comprehend news articles and to honorably serve on a jury. Access to this knowledge provides a sense of belonging to a wider community and a feeling of solidarity with other civic-minded Americans. The more a person knows, the more a person can learn. School choice allows parents to have more involvement and control over their child's education, which in turn emphatically impacts academic achievement.

Bringing a public charter school to our community will be an uphill battle, but we are confident of victory. There are few forces stronger than parents determined to get a good education for their child.

Finger Lakes Classical Academy: A parent's choice. A child's opportunity.

GUEST COLUMN

Angotti: The foundation of classical education

· Maureen Angotti Special to The Citizen

Dec 1, 2020 Updated Jan 6, 2021

What if *all* children had the opportunity to be classically educated? It's difficult to appreciate the possibilities this type of education presents to a young mind unless you have an understanding of classical education and the liberal arts. For most people, old-fashioned or traditional come to mind, which of course begs the question: why? What is the relevance now? In the age of the internet, why would we want to root ourselves in the past? Isn't newer always better? What can young people possibly learn from old books?

There is an expression, "tried and found true." Classical education has a 2,500-year-old history in the West. It began in ancient Greece and was adopted by the Romans. After the fall of the Romans, it lost some traction, but slowly made its recovery during the Middle Ages, and was again brought to perfection in the Italian Renaissance. Along with so many, it made the voyage to America. Washington has often been compared to the Roman patriot Cincinnatus. Lincoln is one of our greatest witnesses of the value of classical education. Its importance in the history of the West cannot be understated. Steve Jobs repeatedly said that he sought to make Apple the intersection of liberal arts and technology.

Classical education separates itself from modern progressive education for four primary reasons:

Classical education values knowledge for its own sake as well as its concrete application. We are humans. Our interaction requires us to use what we know in the pursuit of life, liberty and happiness. K-12 education has so much more to offer than the limits of vocational training, training that is meant to follow this foundation. Classical education includes a strong emphasis on language, literacy, writing and mastery of the English language. The reading material is the great books in literature that have withstood the test of time and the primary documents throughout the history of our world and our great country. It sees mathematics as a central component of the arts and sciences. Numeracy and an early understanding of the language of mathematics are essential.

Classical education upholds the highest standards of correctness, logic and beauty. The greatest of minds, the complexity of human nature, the most remarkable human events are all brought to life in the classroom. We learn from the top shelf. Mediocre is not an option. It uses a content-rich, traditional curriculum, including the use of classical books and art. Study concentrates itself in the core academic disciplines of history, literature, mathematics and science, while still valuing and appreciating the visual and performing arts.

Classical education demands moral virtue for its teachers and its students. Education is a moral enterprise. Students wear uniforms. All schools must maintain order and decorum for learning to take place. Socratic teaching is used by kind-hearted, virtuous teachers who are subject matter experts. Mastery of the core academic curriculums requires instructions from masters of their content areas. To ensure this, teachers need to be classically educated themselves, be seasoned from a classically teaching school, or be open and willing to put down what they have come to know through state curriculums and methods and learn an entirely different approach to education.

Classical education prepares human beings to assume their places as responsible citizens in the political order. Aristotle defined man as “by nature an animal intended to live in a polis.” The knowledge this necessitates for our country can only be gained by a thorough study of American history and government. It is meant to pass on the best which has been thought and said throughout time.

At the center of classical education are standards of teaching excellence, curriculum and discipline. It takes stock in the “tried and true,” rather than in the latest fads found in our current nation’s schools. Classical education knows career and college readiness are merely byproducts of education and not the totality. The goal is virtuous young adults who do not live with historical or cultural amnesia, but instead are immersed in the legacy they inherited, and are therefore much more likely to value it. They are gifted with a sense of who they are in the context of human history. Classical education aims for students to know the story of our country, and to read and write with facility. It believes that young graduates who are able to use their knowledge of the past to make good decisions in the present and plan wisely for the future will be in high demand. These are the puzzle pieces to the building of a beautiful landscape and a flourishing country.

Maureen Angotti is a member of the board of Finger Lakes Classical Academy, a charter school organizers hope to open in the Cayuga County area in 2022. For more information, visit fingerlakesclassicalacademy.com.

FREE Public Charter School

**You DO have a school
choice alternative**

**QUALITY SCHOOL for your child
TUITION-FREE!**

Highly qualified teachers go back to the
basics of Reading, Writing, and Arithmetic
to help your child to be successful.



Learn more at fingerlakesclassicalacademy.com

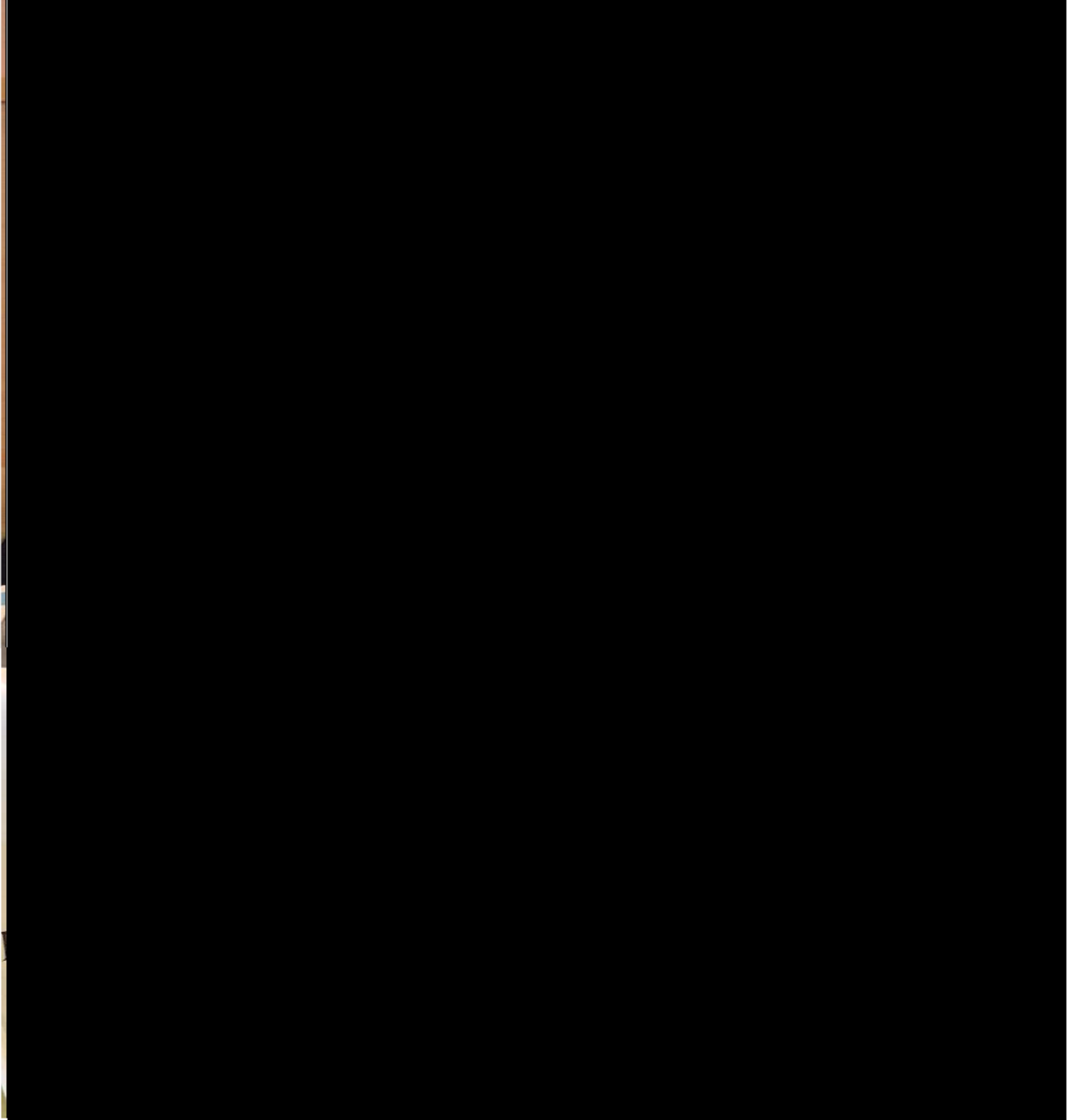
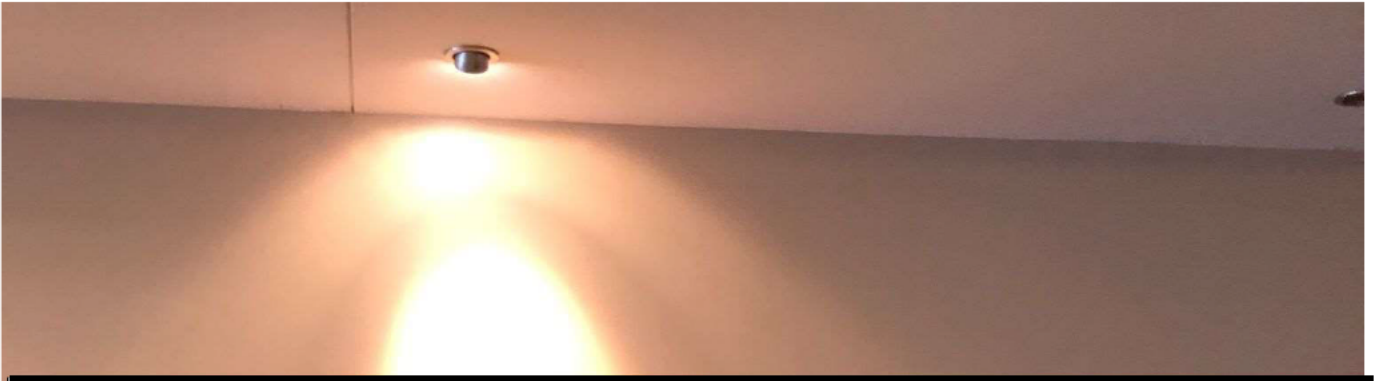
Look out for our upcoming virtual events!

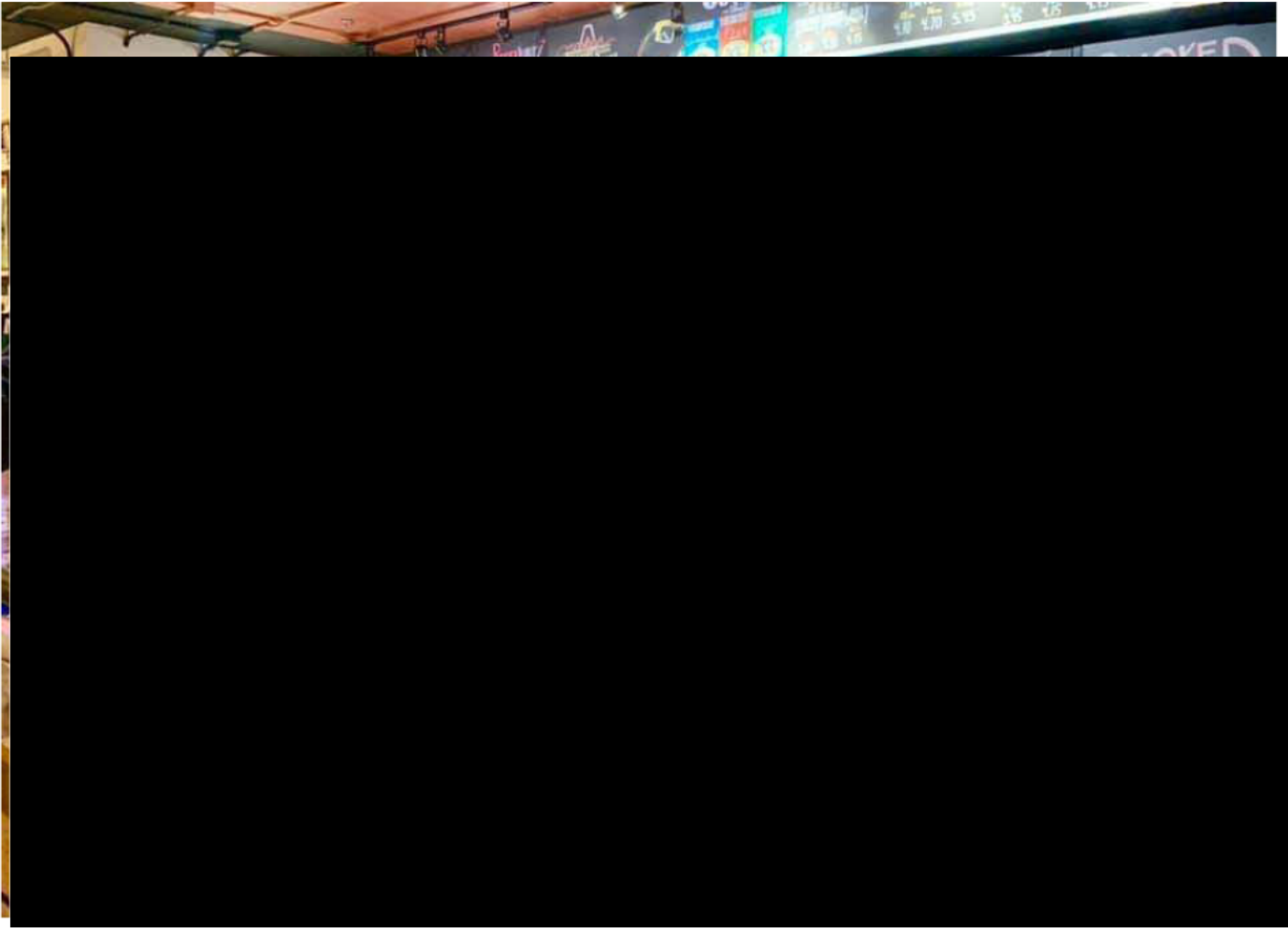


FACEBOOK



WEBSITE





Free Public Charter School

You DO have a school choice alternative.

Interested? Have Questions?

Join the Finger Lakes Classical Academy team for discussion.

Every 1st and 3rd Friday, from 5:00 to 7:00 pm

BEGINNING MARCH 19th





Campaign Kickoff

Thursday June 3

4:30pm - 6:30pm

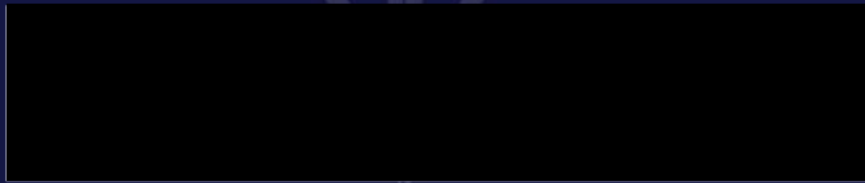
\$10 per person

hosted



Founder Maureen Angotti &
Board Member [REDACTED]

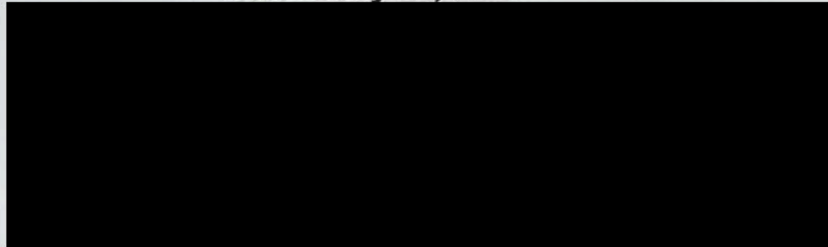
LIVE on the AIR
Recording from 6/30 @ 8:30AM



Cayuga County Annual Republican Picnic

*Come Join us, One and All
For an old fashion picnic
Good Food, Family & Friends*

DATE: July 22, 2021



TIME: 4-8 pm

COST: \$40 PP, \$70 couples & \$15 for children under 12

Name: _____

Address: _____

Email: _____ Phone: _____

Guest Name(s): _____

Please circle preferred method of contact for future events: EMAIL TEXT MAIL

Please detach the bottom half of this invitation and send with your check for
\$40 per person, \$70 couples & \$15 for children under 12

Make payable to:



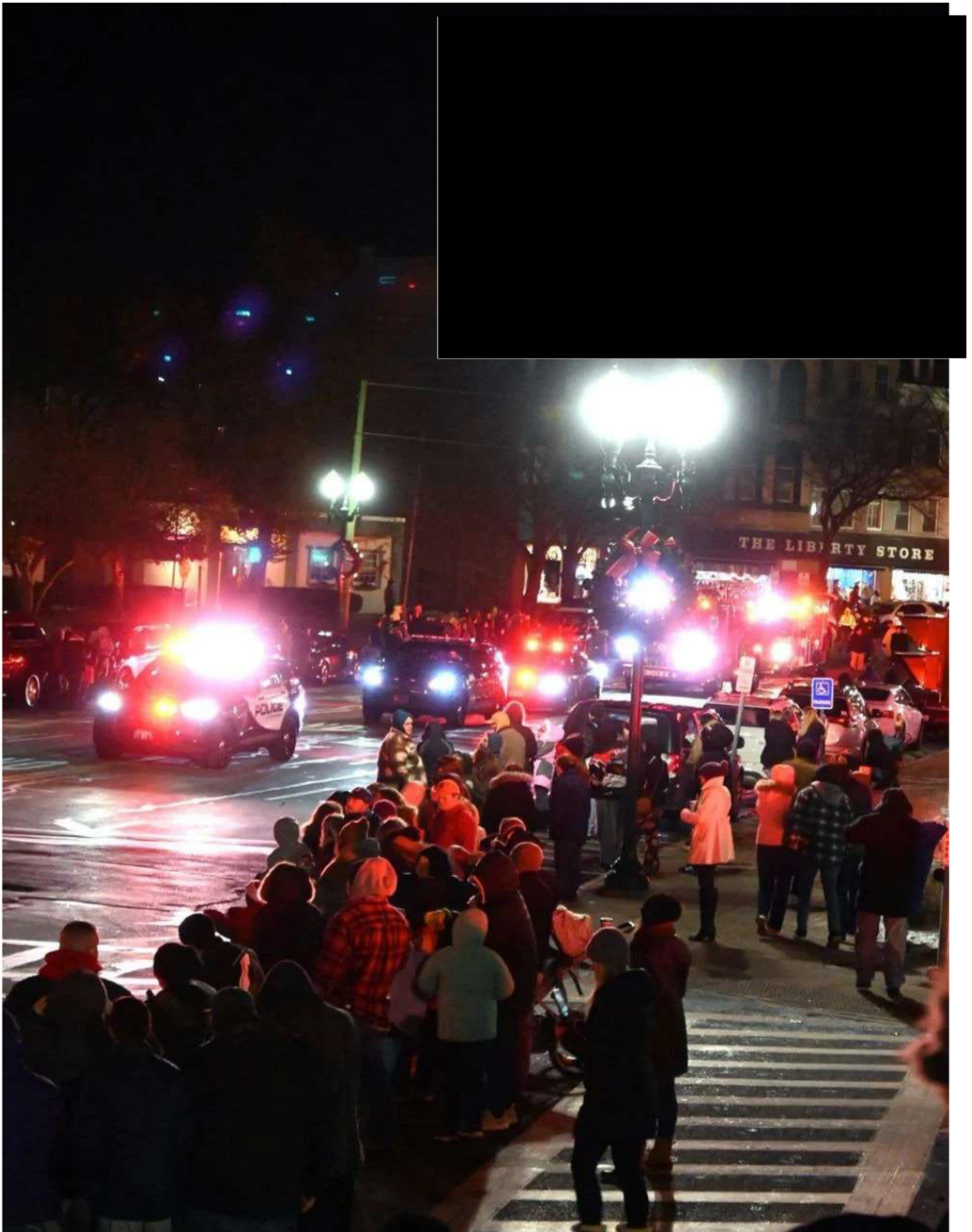
**RSVP WITH REMITTANCE BY JULY 20TH TO
DOREEN HENRY 315-253-3585**

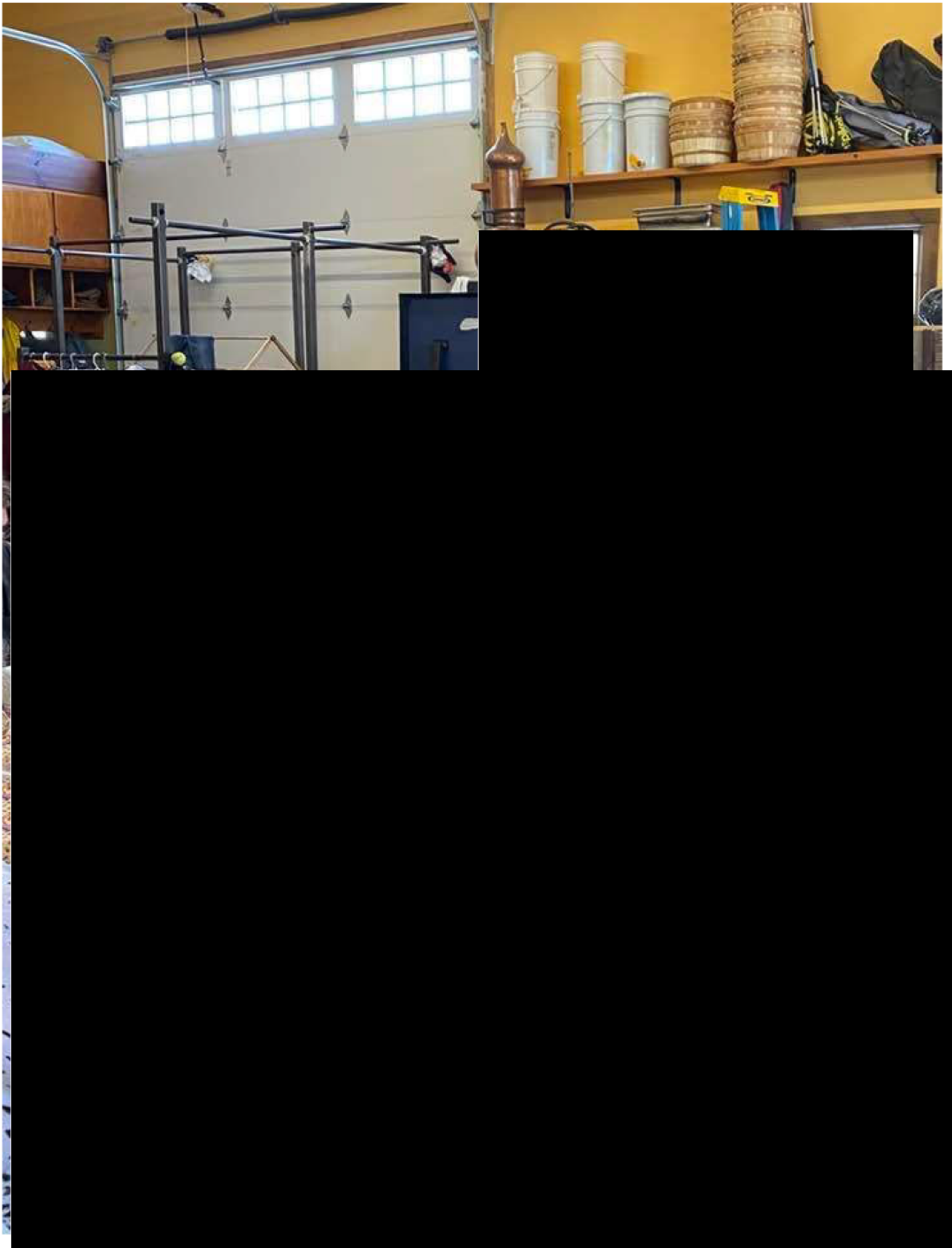
#AIRIDNNY

WHEN: Line-up for parade participants is between 5 – 5:45 PM, and the parade starts promptly at 6 PM.

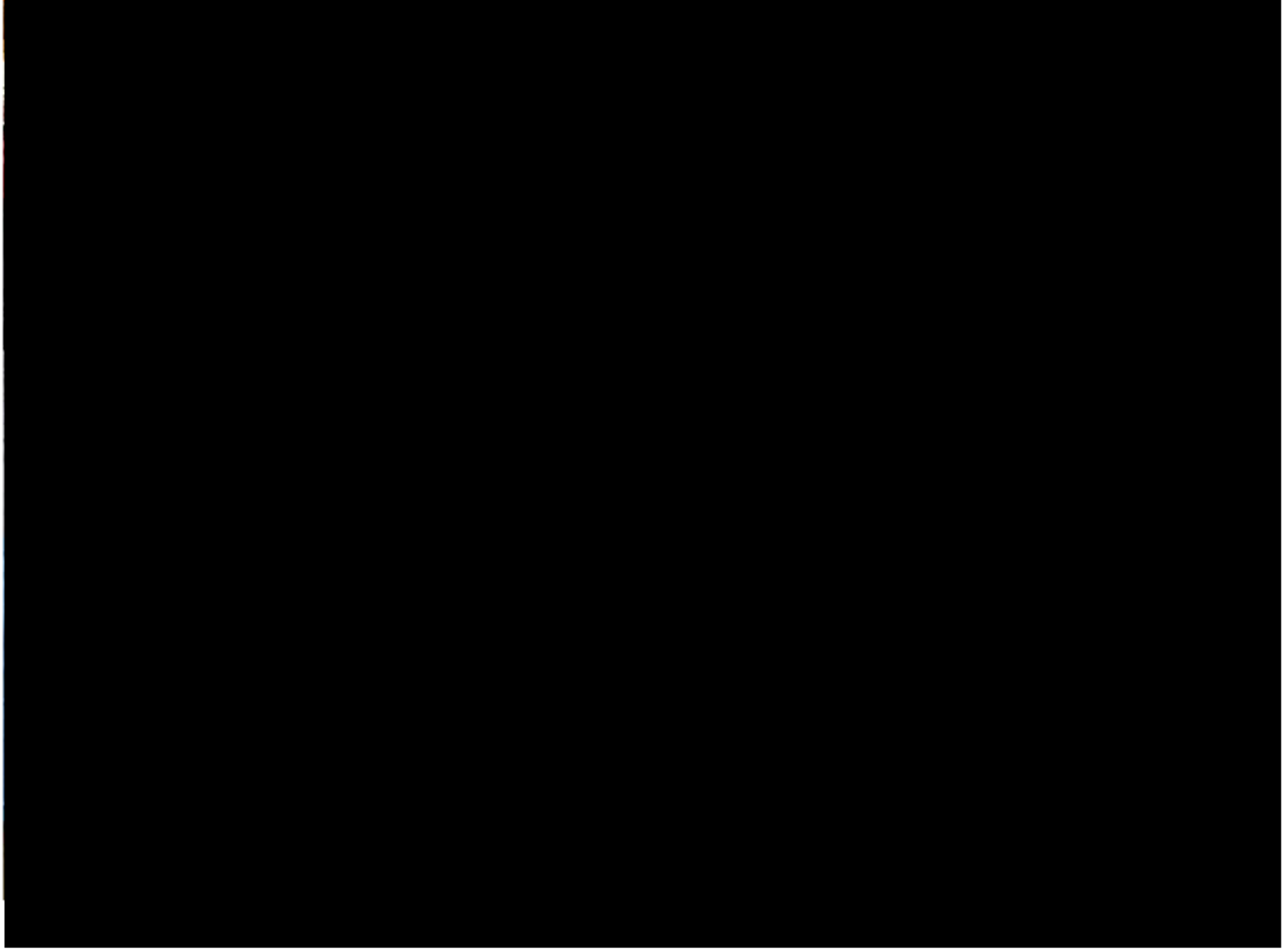
Christmas Tree Lighting Ceremony will be at City Hall immediately following the parade.

Happy
Holidays!









School Choice is coming to
Cayuga County
Finger Lakes Classical Academy

Presents a
PUBLIC FORUM

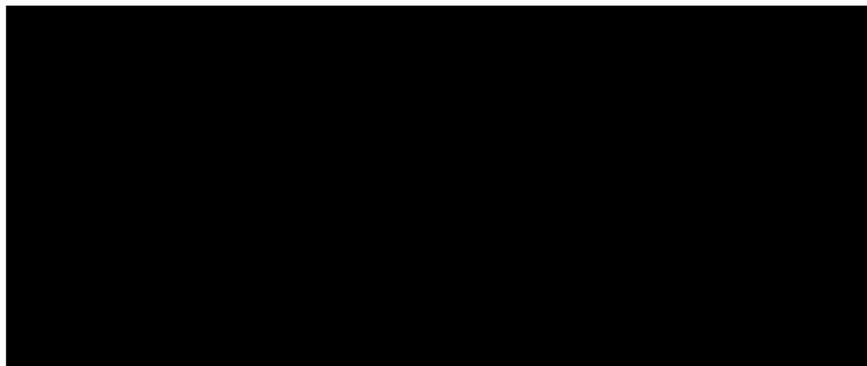
Parents Control their children's education

Non- Political

Please join us to find out how you can help
your children get back to the basics

Children learn

Reading - Writing - Arithmetic



Like us on Facebook: Finger Lakes Classical

Go to our website: Fingerlakeclassicalacademy.com

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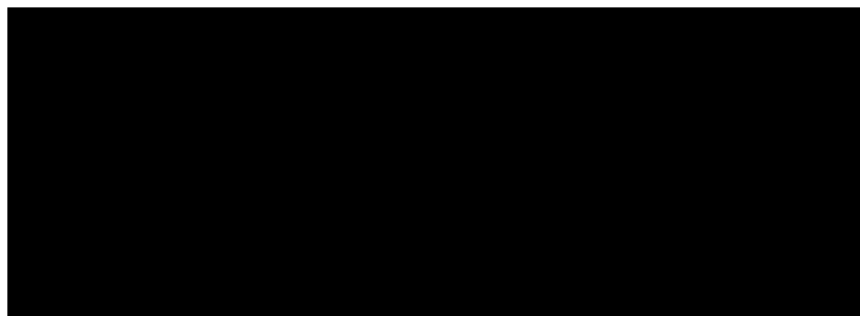
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Presents a
PUBLIC FORUM

Parents Control their children's education

Non- Political

Please join us to find out how you can help
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Children learn
Reading - Writing - Arithmetic



6pm - Thursday March 24th

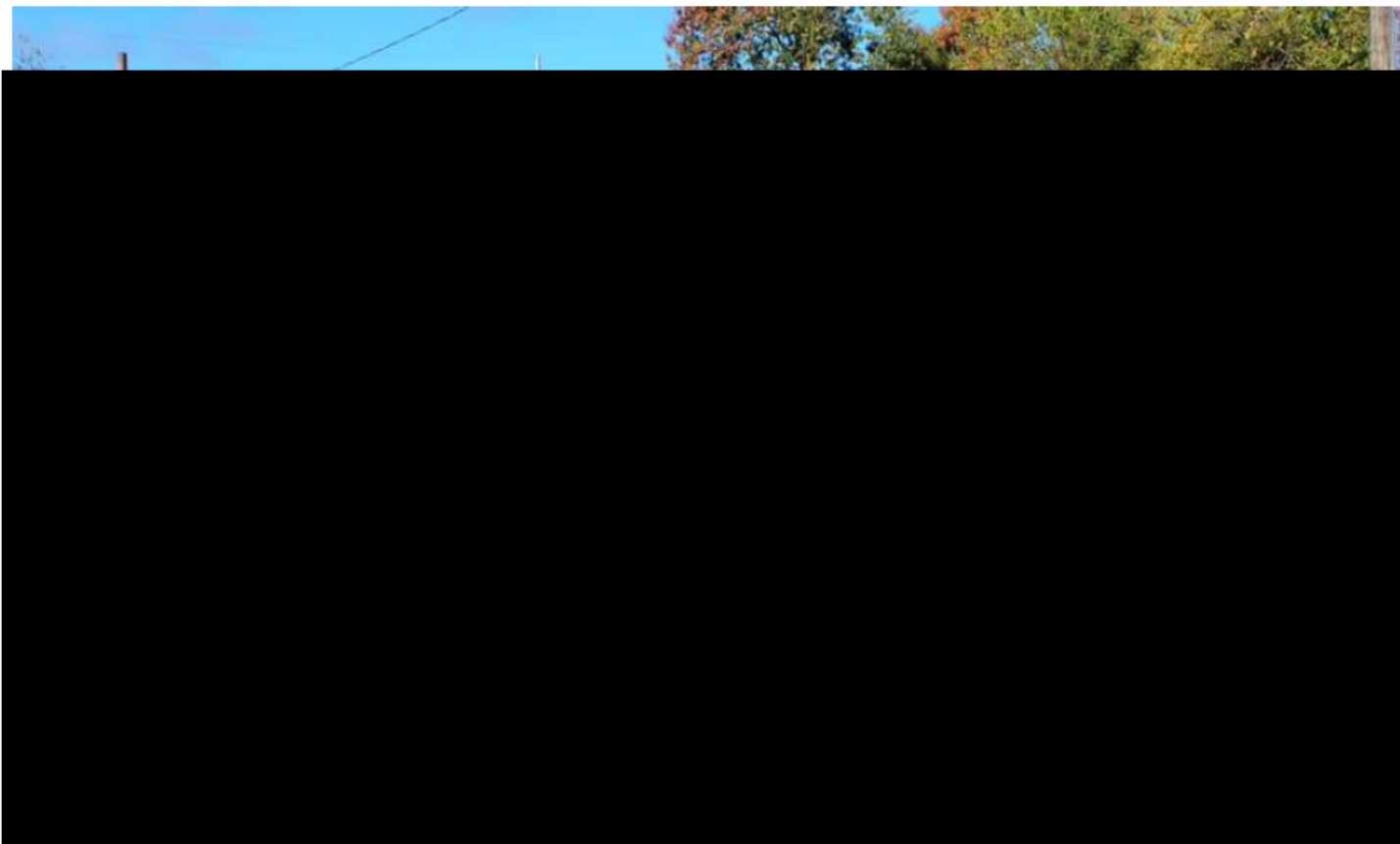
6pm - Wednesday March 30th

6pm - Tuesday May 3rd

6pm - Tuesday May 10th

Like us on Facebook: [Finger Lakes Classical](#)

Go to our website: Fingerlakeclassicalacademy.com



Highly anticipated [REDACTED] garage sale in Auburn returns



A sign advertises the Lake Avenue sale Wednesday along the road.

[REDACTED] is one of the most asked-about events in the Auburn area.

"Is it happening this year?" "Is it still the first Saturday in May?" "Is it still on Lake Avenue?"

The fact the sale [didn't take place](#) last year — due to the COVID-19 pandemic — has led to even more questions about it this year.

But the sale will indeed take place this weekend, its traditional first Saturday in May. Located along Lake Avenue from the Owasco River bridge to Auburn High School, the 17th annual sale will last from 9 a.m. to 2 p.m. May 1. As any previous shoppers of the sale know, however, both those hours and those directions are elastic, and could extend as much as any homeowner desires.

[REDACTED]

Cayuga County Annual Republican Picnic

*Come Join us, One and All
For an old fashion picnic
Good Food, Family & Friends*

DATE: July 21, 2022

PLACE: Yawger Brook Campgrounds



COST: \$40 PP, \$70 couples & \$15 for children under 12

Name: _____

Address: _____

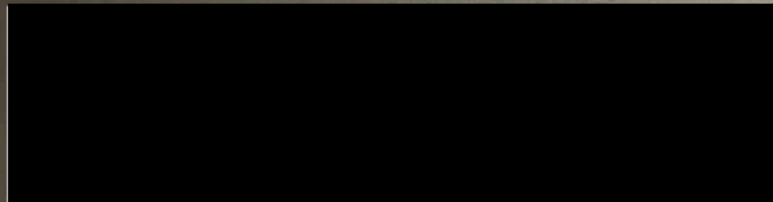
Email: _____ Phone: _____

Guest Name(s): _____

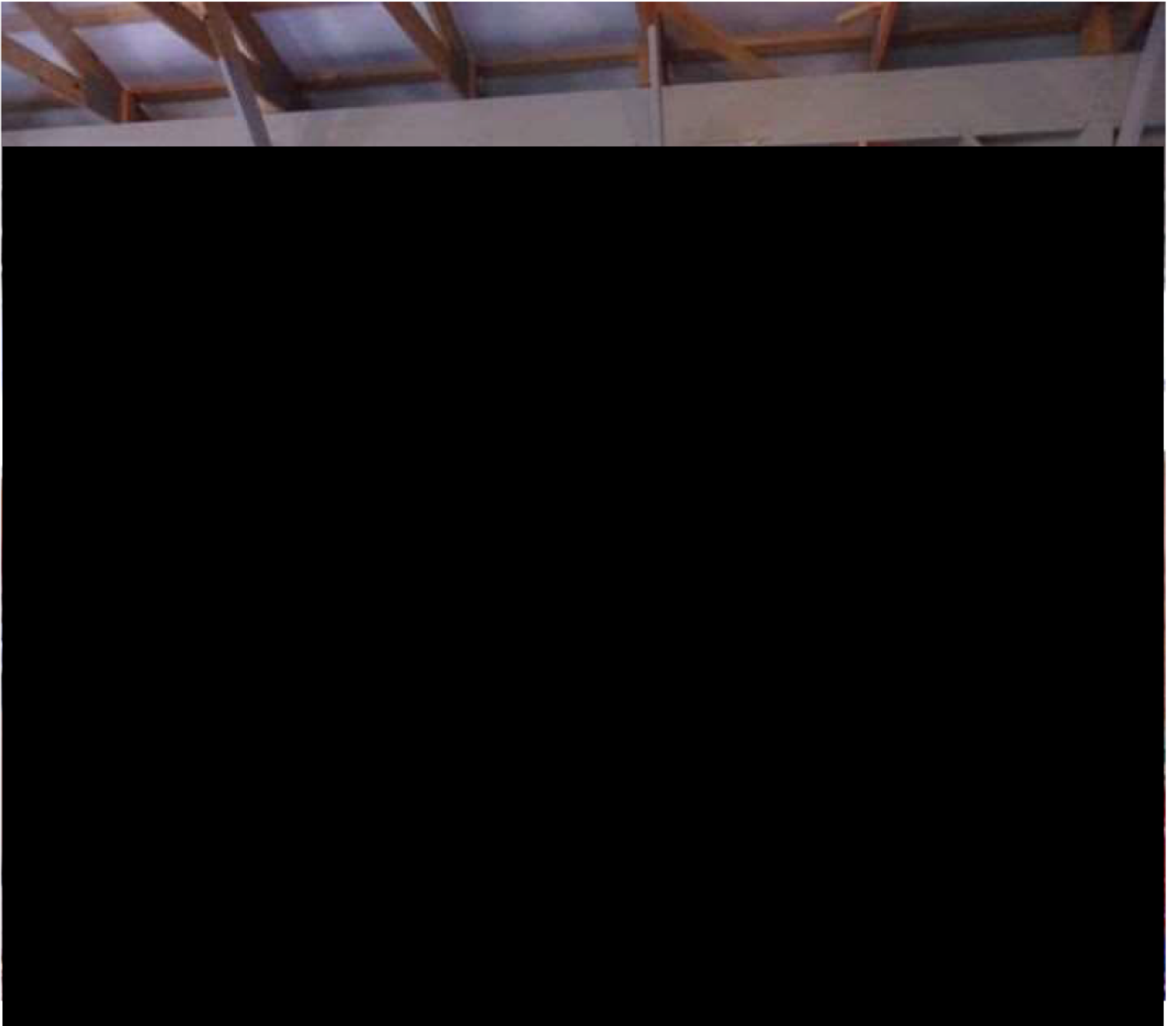
Please circle preferred method of contact for future events: EMAIL TEXT MAIL

Please detach the bottom half of this invitation and send with your check for
\$40 per person, \$70 couples & \$15 for children under 12

Make payable to:



**RSVP WITH REMITTANCE BY JULY 18th TO
DOREEN HENRY 315-253-3585**











Please Join The
CAYUGA COUNTY GOP
For A
MEET & GREET
with

Sunday, September 25th
4:00 PM - 6:00PM



NYS Public Charter Schools: Successful charter practice requires a sound philosophy, clear mission, effective governance, talented leadership and staff, and a sound financial plan.

- NOT-FOR-PROFIT
- TUITION FREE
- No Religious Affiliation
- Adhere to state anti-discrimination regulations, with no eligibility entrance testing, using lottery once at full capacity
- Adhere to state and federal testing and safety regulations
- Accountable to uphold charter requirements in initial approval and concurrent reviews
- Accountable to state for financial soundness through regular audits
- Free to establish own policies and educational curriculum with state approval
- Independent school board
- No new cost to state educational system - money applies to the student, not to a school
- Special education accommodations

CLASSICAL Charter Schools use standards of excellence necessary to uphold correctness, logic, beauty, weightiness, and truth through a solid foundation in: Language and literature, history and government, mathematics and science, music and art, and languages.

- Uses traditional, tried and found true teaching methods (concept understanding, explicit phonics, memorization, recitation, the Socratic method)
- Directs, feeds, and strengthens children's mental capacities using memory, reason, imagination, sense of beauty, and a facility for language
- Forms children in the cultural literacy essential for all citizens of a sound republic
- Encourages coherent and orderly learning, using The Great Books and original sources
- Requires all students to master subject area before moving on
- Encourages a love of language
- Instills self-command & sacrifice, not leaving children to their own mental urges & inclinations
- Emphasizes civics and the value of citizenship for children to understand, serve, and defend America's founding principles

America's greatest education problems:

- Low academic achievement relative to other nations
- Lack of equality of educational opportunity
- Failure to perpetuate a strong sense of loyalty to the national community and its civic institutions

America's solution:

- A content-rich core curriculum in the early grades

American students are graduating high school ignorant of the most elementary facts and information normally taken for granted in the United States. Sadly, too many young adults are entering colleges in need of remedial math and English. The teacher led and content centered Core Knowledge method is designed to promote equity in education by building a base of knowledge for all students in the early years of school. E.D. Hirsch Jr. believes that learning builds on learning. The chief factor in the comprehension of language is relevant knowledge about the topic at hand. In language use, there is always a great deal that is left unsaid and must be inferred. This means that communication depends on both sides, writer and reader, sharing a great deal of unspoken knowledge, knowledge NOT being adequately taught in our schools. Specific subject-matter knowledge over a broad range of domains is the key to language comprehension, and as a result, to a broad ability to learn new things. It is the cornerstone of competence and adaptability in the modern world; to be able to vote responsibly, to comprehend a newspaper, to serve on a jury. Access to this knowledge provides a sense of belonging to a wider community and a feeling of solidarity with other civic-minded American citizens. The more a person knows, the more a person can learn.

Example Elementary Curriculum Map (Atlanta Classical Academy Charter School)

Subject	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth
Language Arts: Literature	Nursery rhymes, Aesop's Fables, Ugly Duckling, The Velveteen Rabbit & other classic tales, fairy tales and tall tales	Cinderella, Hansel & Gretel, Aesop's Fables, Pinocchio, Thumbelina, Brer Rabbit, and other classic tales	Greek Mythology, Beauty & the Beast, Emperor's New Clothes, A Christmas Carol, Little House in the Big Woods, Charlotte's Web, Peter Pan	Greek & Roman mythology, Norse mythology, The Little Match Girl, The Arabian Nights, Alice in Wonderland, Wind and the Willows	Pollyanna, King Arthur, Robin Hood, Robinson Crusoe, Treasure Island, Gulliver's Travels	Don Quixote, A Midsummer Night's Dream, The Secret Garden, The Adventures of Tom Sawyer, Tales of Sherlock Holmes, Little Women, Gettysburg Address	Don Quixote, A Midsummer Night's Dream, The Secret Garden, The Adventures of Tom Sawyer, Tales of Sherlock Holmes, Little Women, Gettysburg Address
Language Arts: Phonics & Grammar RIGGS Phonogram & Spelling	Phonogram awareness, writing uppercase and lowercase letters, syllables, and introduction to reading	Handwriting, capitalization, punctuation, parts of speech and sentence structure	Parts of speech, capitalization, noun-pronoun agreement, tenses, punctuation, simple and compound sentences	Eight parts of speech, sentence types, subject verb agreement, prepositional phrases, compound subjects, verbs, punctuation	Eight parts of speech, Diagramming sentences Composition: thesis statement, writing paragraphs and stories	Diagramming sentences Composition: thesis statement, writing paragraphs and writing a coherent essay	Diagramming clauses, participles, gerunds Infinitives, modifiers, reflexive and intensive pronouns, complex sentences
History and Geography	American History Continents, globe, important landmarks	Ancient History: Mesopotamia, Egypt, Maya, Inca, Aztec Geography of Africa and Middle East American Revolution	Ancient Greece, India, China, Modern Japan Major oceans and geography of Asia American: Civil War, Immigration & Civil Rights	Roman Empire, Vikings Rivers of the world and Mediterranean geography American: Discovery & exploration, 13 colonies	Roman Empire, Middle Ages, Ancient & Medieval Africa American: Revolution & Constitution	Renaissance, Reformation England Golden Age to Glorious Revolution American: westward expansion and the Civil War	Ancient Greece, Rome The Enlightenment French Revolution American: Industrialism, Capitalism, Urbanization
Visual Arts	Van Gogh, Matisse, Georgia O'Keeffe Colors & cutting, types of lines	Van Gogh, Picasso, Matisse. Ancient Egyptian & Aztec art. Colors, shapes, patterns, symmetry	Van Gogh, Picasso, Matisse Ancient Greek art Primary colors, lines, shapes, positive & negative space, landscapes	Van Gogh, Picasso, Matisse Ancient Roman art Lines, positive & negative space, landscapes, portraits, radial symmetry	Art from Middle Ages: Gothic Architecture. Art from early U.S. Line, shape, form, space, texture, color, symmetry	Art of the Renaissance: paintings, sculpture & architecture 19th Century U.S. art Linear perspective	Periods of Art: Classical, Gothic, Renaissance, Baroque, Rococo, Neoclassical, Romantic, Realism
Music	Steady beats using voice, instruments & movement Solfège: "sol, mi, la"; Pitch, dynamics, tempo	Steady beats vs. rhythm: voice, instruments & movement. Solfège: "sol, mi, la, do, re". Whole, half, quarter notes & rests	Elements of music: beats, melodies, reading & writing notes. Components of the orchestra	Elements of music: beats, melodies, reading & writing notes. Components of the orchestra, playing the recorder	Elements of music: melodies, reading & writing notes, vocal ranges. Components of the orchestra	Elements of music: melodies, reading & writing notes. The Renaissance, a Midsummer Night's Dream	Elements of music: Italian terms, melody and harmony, notation. Baroque Period, Classical Period, Romantic Period
Science	Plants, animals, human body, our earth	Habitats, food chains, oceans, animal classification, human body, astronomy, electricity	Seasons, life cycles, insects, magnetism, cells, digestive system	Classification of animals, human body: digestive, muscular, skeletal & nervous system. Light and sound	Circulatory and respiratory systems, geology, electricity, chemistry, meteorology	Plant structures, classifying living things, cells. Human body: endocrine and reproductive systems, Chemistry	Plate tectonics, oceans. Human body: circulatory, lymphatic systems, & immune system. Astronomy, energy, heat transfer
Spanish	Greetings, Productive Language Shapes, colors, body parts, animals, places, transportation, counting to 10	Greetings, Productive Language Colors, alphabet, days of week, school, clothing, family, places, numbers to 20	Productive Language Calendar, classroom items, animals, emotions, family, weather clothing, numbers to 50	Productive Language Rooms in the house, objects in the room, chores, toys, leisure activities, numbers to 70	Productive Language Eating, school, musical instruments, objects in a home, clothing, numbers to 80	Productive Language The classroom, animals, calendars, schedules, weather and seasons, hobbies, family, numbers to 100	Latin: grammar, vocabulary & sentence translation

The Mathematics curriculum uses Singapore Math, and students in grades 1st -6th are grouped by proficiency.



Coming Soon...
Tuition-free,
Public Charter School

"I cannot
remember the
books I've
read any more
than the meals
I've eaten;
even so, they
have made
me."



~Ralph Waldo
Emerson

Complete an "Expression of
Interest" Form at:
fingerlakesclassicalacademy.com

www.facebook.com/Finger-Lakes-Classical



Classical education

- A content-rich core knowledge curriculum integrating literature, history, math, science, music, and the arts.
- Explicit phonics and latin to give your child a solid foundation in literacy.
- Ability-grouped Singapore math curriculum.
- Highly engaging, direct, teacher-led instruction.
- Cultivating independent and critical thought through methods such as Socratic seminar.
- A classical, liberal arts education that will help your child flourish and live a good and meaningful life.

SEEK the TRUTH
DO the GOOD
LOVE the
BEAUTIFUL



















R-04e Evidence of Support

Submit documents that provide evidence of community support (e.g., letters of support from community stakeholders, emails with evidence of support, petitions, online survey results, etc.). Evidence of support should be concrete and specific to the proposed school. Generic support for charter schools or educational choice and innovation in general is not sufficient.

Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

The desire for school choice options has been expressed in the community for a long time. Our community has a hole where private school options are present only for those who can afford them. Yet, the enrollment, despite the socio-economic state of the area, shows the desire for parents to educate outside of the typical public-school model. Families are struggling to choose between their child's education and the financial stability of their homes. We have spoken with many families who have chosen the homeschooling option post-pandemic but would much prefer a classical charter. Where there were once thriving parochial schools, there are no longer any directly financially supported by the Rochester Diocese. We are missing a free option for economically disadvantaged members of the community as well as the middle class. The cumulative need for an alternative public-school option became clearer at a community gathering in February 2018 and has been significantly highlighted since the pandemic.

When it became apparent through much emotional and vocal expression change was needed, community members met at a regular social event. Community members discussed the lack of strong foundational basics in reading, writing, and math, and the void of science and history. The three primary concerns repeated by our community have been the insufficient reading/writing programs, pushing children to the next grade regardless of their progress, and the many struggles in common core math with parents unable to help.

We began public outreach in 2018 and have continued to do so. This has all been documented in Request - 04d "Evidence of Outreach." We also met individually with several community stakeholders. The table below lists those meetings.

Date	Stakeholder	Venue
5/10/2024	Assemblyman John Lemondes	Camillus, NY
4/13/2024	School Choice Fair	Liverpool Library, Liverpool, NY
2/12/2024	Knights of Columbus Pasta Dinner	St Joseph Church, Weedsport, NY
1/27/2024	Republican Meet and Greet	Hilton, Auburn, NY
1/22/2024	Albany School Choice Day	Albany, NY
1/18/2024	Community Mtng	Baney Household, Auburn, NY
12/8/2023	EdCeptional Mtng	Virtual
10/26/2023	Cayuga County SCOPE Mtng	A.T. Walleys. Auburn, NY
9/19/2023	Parent PowerED NY; School Choice	Clay, NY
9/7/2023	Access Literacy Mtng	Virtual
8/31/2023	Access Literacy Mtng	Virtual
8/3/2023	Clambake	Yawger Brook Hall
7/27/2023	School Choice Mtng	Clinton, Syracuse, NY
6/12/2023	School Choice Mtng	Liverpool Library, Liverpool, NY
6/8/2023	School Choice Mtng	Petit Library, Syracuse, NY
6/2/2023	NYCSA Mtng	Virtual
5/25/2023	Cayuga County SCOPE Mtng	A.T. Walleys, Auburn, NY
2/21/2023	Knights of Columbus Pasta Dinner	St Joseph Church, Weedsport, NY

1/20/2023	Young Republican Mtng	Hilton, Auburn, NY
12/2/2022	Dinner with Hillsdale consultant	Elmira Restaurant, Elmira, NY
11/17/2022	Dr. Tom Miller, Charter Leaders Consult	Virtual
11/10/2022	Congressman Brandon Williams	Syracuse, NY
11/1/2022	Dr. Tom Miller, Charter Leaders Consult	Virtual
10/25/2022	Terrence Washington, Edtec	Virtual
10/1/2022	Women's Republican Brunch	Springside Inn, Auburn, NY
9/29/2022	FLX Analytics Consult	Virtual
9/16/2022	Golf Tournament Fundraiser	Dutch Hollow Golf Course, Owasco, NY
9/15/2022	Back the Blue Community Event	Owen's Apple Orchard, Auburn, NY
8/4/2022	Community Clambake	Yawger Brook Banquet Hall, Cayuga, NY
7/21/2022	Republican Summer Picnic	Yawger Brook Banquet Hall, Cayuga, NY
6/5/2022	Rochester Charter Consult	Eugenio Maria De Hostos, Rochester, NY
5/10/2022	Luncheon with Community Leader	New Hope Mills Restaurant, Auburn, NY
5/10/2022	Community Meeting	Baney Household in Auburn, NY
5/7/2022	Lake Ave Garage Sale	Lake Avenue in Auburn, NY
5/3/2022	Community Meeting	Baney Household, Auburn, NY
3/30/2022	Community Meeting	Baney Household, Auburn, NY
3/24/2022	Community Meeting	Baney Household, Auburn, NY

3/15/2022	Community Meeting	Mamma Maria's Pizza in Auburn, NY
2/17/2022	Community Meeting	Lakes Church, Auburn, NY
11/27/2021	Thanksgiving Parade	Auburn, NY
11/12/2021	EJ Onori, Marketing Specialist	Finger Lakes Mall, Auburn, NY
11/1/2021	EJ Onori, Marketing Specialist	Virtual
8/3/2021	Anna Hall & Michael Good, NE Charters	Virtual
7/27/2021	Michael Good, NE Charters	Virtual
7/22/2021	Republican Summer Picnic	Yawger Brook Banquet Hall, Cayuga, NY
7/8/2021	Buck Alford, School Choice Consult	CommonPlace, Auburn, NY
6/30/2021	Finger Lakes Radio Show	Seneca Falls, NY
7/5/2021	Bill Sherman, Town of Cayuga Mayor	Mrs. Henry Personal residence
7/5/2021	Doreen Henry, Community Leader, Retired School Nurse	Mrs. Henry Personal residence
7/1/2021	Maura DelFavaro & Conor O'Donnell	Tyburn Academy, Auburn, NY
6/23/2021	Jeffery Gasper, Auburn School Board Member	Pheonix Bldg, Auburn, NY
6/23/2021	Ann Marie Daum, Pres. Union Springs School Board	Auburn Eye Care, Auburn, NY
6/3/2021	Budelmann for Court Judge Campaign Kickoff, Cayuga County DA (2007-present)	AT Wally's, Auburn, NY
5/12/2021	Jeff Pirozzolo, School Superintendent, and Sarah Cupelli, Assistant. Superintendent of Curriculum and Instruction	Auburn City School District, Harriet Tubman Building, Auburn, NY
4/24/2021	Congressman Lee Zeldin Meet & Greet	Hilton Garden Inn, Auburn, NY

2/12/2021	Amanda Carder, Daycare Owner	Daycare Facility, Grant Ave, Auburn
2/10/2021	Erika Sennett, Owasco PTO President	Phone
1/30/2021	Presentation at meet and greet for Assemblyman John Lemondes	Octane Social House, Auburn, NY
1/21/2021	Phone meeting with Dan Fessenden, former Assemblyman, Head of Emerson Foundation	Phone
2/25/2020	Timothy Locastro, Auburn City Council	Dunkin' Donuts, Auburn, NY
9/14/2019	Keith Batman, Cayuga County Legislator	phone/email
5/4/2019	Cayuga County Republican Women's Brunch	Springside Inn, Auburn, NY
3/27/2019	Roberta Massarini, Cayuga County Rep Party Chair	Roberta's home
3/26/2019	Cayuga County Legislature presentation	Cayuga County Building
3/11/2019	Patrick Mahunik, Cayuga County Chair, Auburn School Board	Panera Bread, Auburn, NY
3/5/2019	Tucker Whitman, Cayuga County Legislator, Chair (2019)	Mr. Whitman's office
12/12/2018	Gary Finch	Mr. Finch's office
11/27/2018	Patrick Cameron	Mr. Cameron's office
9/14/2018	Aileen McNabb-Coleman, Cayuga County Legislator, Chair (2020)	Prison City Restaurant, Auburn, NY
3/8/2018	Pamela Helming, State Senator	NYS Senator Helming's office
1/10/2017	Jen Furnia, Head of JPPII Academy	John Paul II Academy, Cayuga, NY

Below is a table of contents of the various Letters of Support we received, emails we received, and petition signatures we collected (337 signatures – in 2022 we started focusing on signatures vs letters):

<u>Documents</u>	<u>Page #</u>
Elected Official Letters of Support	7-8
General Letters of Support	9-53
Email Inquiries	54-59
Petition Signatures	60-81



February 9, 2021

To The State University of New York Charter School Authorizer:

Dear Madame/Sir:

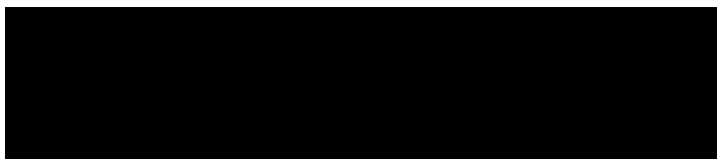
As a lifelong resident of Auburn, and a very active and involved person in my community, and as serving in the elected position of Cayuga County Clerk for the past 17 years, I am writing in support for the approved opening of Finger lakes Classical Academy. The education of our children is of prime importance to me and my family. It is imperative that our youth are raised and educated in a manner that will empower and instill in them the significance of their role in society. With everything changing so quickly in our country, I believe one of the most important issues is that parents will be afforded choices in the way they raise their children. At the top of my list would be choices of how their children are educated.

The proposal for the Finger Lakes Academy has been carefully and thoughtfully explored and presented. I support the Board Members' intentions and their idea that a classical education promotes and reinforces the seeking of truth, goodness, beauty with the study of the liberal arts and the great books.

This option for personal exploration is precious and immeasurable in its worth. The opportunity is open to all. It will promote individual attention to each student's needs, and it will provide a strong foundation for the continuance of applied learning skills, no matter what life may hold in store.

I strongly support that the Finger Lakes Academy be offered as an excellent choice of education to the families in our community.

Sincerely,





NEW YORK STATE LEGISLATURE

February 16, 2021

Finger Lakes Classical Academy Charter School Board of Trustees
Auburn, N.Y. 13021

Dear Board Members:

Upon our review of information regarding your plans, we are impressed by your outreach efforts and resulting community support for establishing *the Finger Lakes Classical Academy Charter School (FLCACS)*.

This is no small undertaking in this day and age in the midst of the COVID- 19 pandemic – to rally community support and develop a path toward an alternative classical education format that has excited area residents. It is clear that the mission of the academy is to provide an innovative educational option to prepare our young people for a productive future.

We are sure that the trustees' application will receive careful review by the state, and the effort that has been poured into the application will secure the necessary approvals.

Continued community support for the establishment of the *Finger Lakes Classical Academy Charter School* is clear, and we extend our applause to those in the community who have labored toward this very end.

February 11, 2021

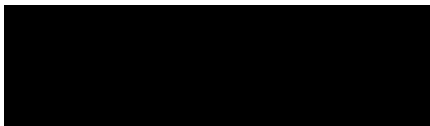
To The State University of New York Charter School Authorizer:

As a parent, I am thrilled with the possibilities that a public charter school would bring to our community. As a leader in my community, a parent, and an active member of the Parent Teacher Organization within my child's school, I am wholeheartedly in favor of parents being in charge of how their children are educated. School choice is important for children, parents, and the entire community. Finger Lakes Classical Academy would provide an option our area is now lacking, a choice outside of the typical public school that is not limited by district lines and is not a financial burden to families. It is truly available to all. Our community deserves a choice in our children's education, an opportunity to provide them with a different education.

Also, the classical education approach teaches students to think and reason for themselves. I believe that has been lost in the current public school environment. A tuition-free public charter school option adds choice for parents to decide the best educational path for their own children. An education that is not dictated by the state, one that can provide different ways to learn.

I fully support Finger Lakes Classical Academy.

Thank you,

A solid black rectangular box used to redact the signature of the sender.

Title: Parent & Owasco Parent Teacher Organization President

January 2, 2021

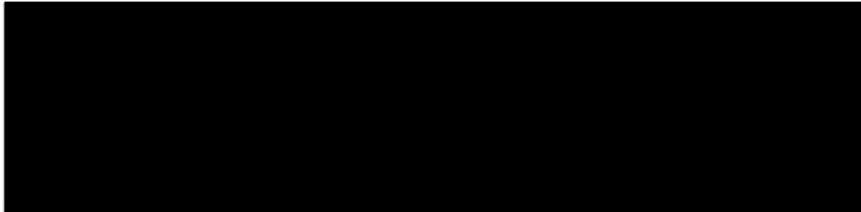
To The State University of New York Charter School Authorizer:

I am writing in support for the approved opening of Finger lakes Classical Academy. The education of our children is of prime importance. It is imperative that our youth are raised and educated in a manner that will empower and instill in them the significance of their role in society.

The proposal for the Finger Lakes Academy has been carefully and thoughtfully explored and presented. I wholeheartedly agree with the Board Members' intentions that a classical education promotes and reinforces the seeking of truth, goodness, beauty with the study of the liberal arts and the great books.

This option for personal exploration is precious and immeasurable in its worth. The opportunity is open to all. It will promote individual attention to each student's needs, and it will provide a strong foundation for the continuance of applied learning skills, no matter what life may hold in store.

Thank you,



ABCD Lead Teacher
Seneca Falls Head Start

January 15, 2021

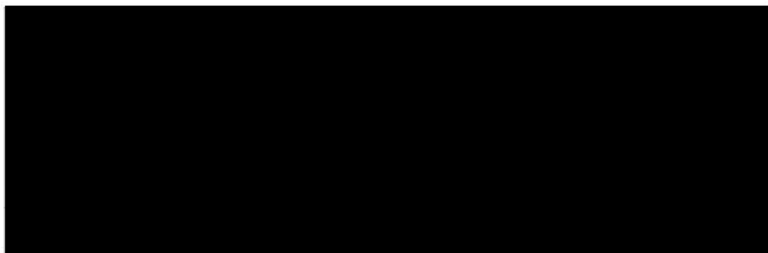
To The State University of New York Charter School Authorizer:

I am wholeheartedly in favor of school choice options for parents, specifically a Public Charter School, being established in, or in the immediate vicinity of, Auburn, New York. Finger Lakes Classical Academy would focus on providing students with a classical education. This includes not just classical works of literature, but also the rest of the humanities, as well as a true emphasis on American history. It will use the world top rated Singapore Math program.

I believe this is sorely needed in our country in general and in particular in this area of central New York. More and more students have dreadfully poor language and math skills, and only a glancing acquaintance with the history of our country and our civilization. This is not only detrimental to the individual students, but to our Republic as well. No country can survive with a semi-literate citizenry who has no understanding of the country's founding principles (and our country stands out among the nations of the world in actually having founding principles!), and even less regard for them. This is a dismal tide that is washing over school after school, child after child in our land.

So, while this floodtide cannot be turned back immediately, the establishment of a Public Charter option with a Classical Education curriculum in Auburn, is one thing we can do to begin to repair the damage ill-conceived education policies have had on our society over the last few decades. Thank you for your time.

Yours truly,

A large black rectangular redaction box covering the signature area.

CEO

A black rectangular redaction box covering the name of the CEO.

January 27, 2021

To The State University of New York Charter School Authorizer:

I am wholeheartedly in favor of school choice options for parents, specifically a Public Charter School, being established in, or in the immediate vicinity of, Auburn, New York. Finger Lakes Classical Academy would focus on providing students with a classical education. This includes not just classical works of literature, but also the rest of the humanities, as well as a true emphasis on American history. It will use the world top rated Singapore Math program.

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Very truly,


Date: 01/29/21

To The State University of New York Charter School Authorizer:

I am writing in support for the approved opening of Finger lakes Classical Academy. The education of our children is of prime importance. It is imperative that our youth are raised and educated in a manner that will empower and instill in them the significance of their role in society.

The proposal for the Finger Lakes Academy has been carefully and thoughtfully explored and presented. I have no questions as to the value of the Board Members' intentions nor their idea that a classical education promotes and reinforces the seeking of truth, goodness, beauty with the study of the liberal arts and the great books.

This option for personal exploration is precious and immeasurable in its worth. The opportunity is open to all. It will promote individual attention to each student's needs, and it will provide a strong foundation for the continuance of applied learning skills, no matter what life may hold in store.

Thank you,

Date: 01/31/2021

To The State University of New York Charter School Authorizer:

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Yours truly,

February 9, 2021

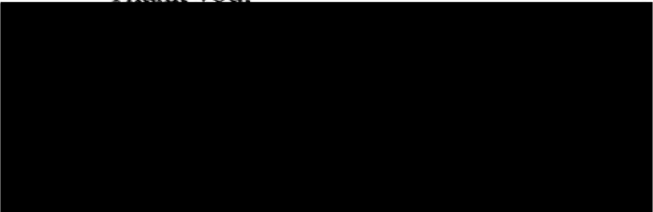
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Also, the classical education approach teaches students to think and reason for themselves. I believe that has been lost in the current public school environment. A tuition-free public charter school option adds choice for parents to decide the best educational path for their own children.

I fully support Finger Lakes Classical Academy.

Thank you.

A large black rectangular redaction box covers the signature area of the letter.

Title: Parent of 3 children

Date: 2-16-21

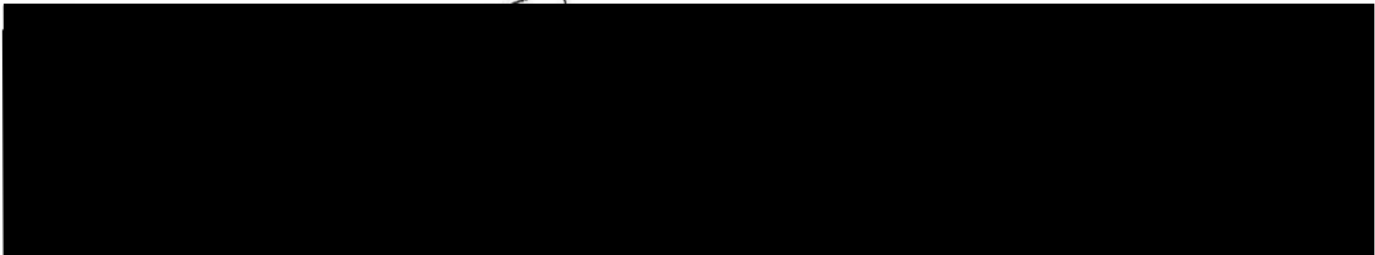
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Yours truly,



Date: 2/11/21

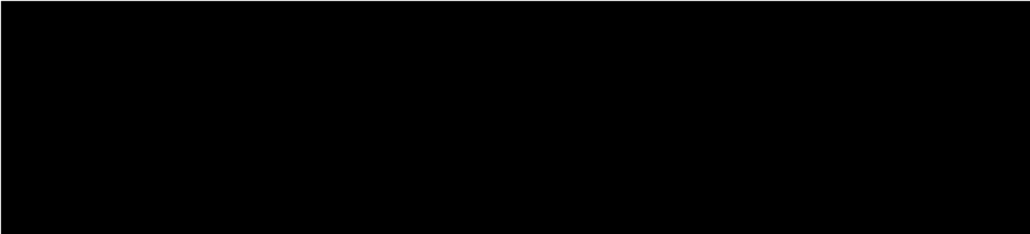
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The proposal for the Finger Lakes Academy has been carefully and thoughtfully explored and presented. I support the Board Members' intentions and their idea that a classical education promotes and reinforces the seeking of truth, goodness, beauty with the study of the liberal arts and the great books.

This option for personal exploration is precious and immeasurable in its worth. The opportunity is open to all. It will promote individual attention to each student's needs, and it will provide a strong foundation for the continuance of applied learning skills, no matter what life may hold in store.

Thank you,



Date: 2/4/21


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Date: 2/11/2021

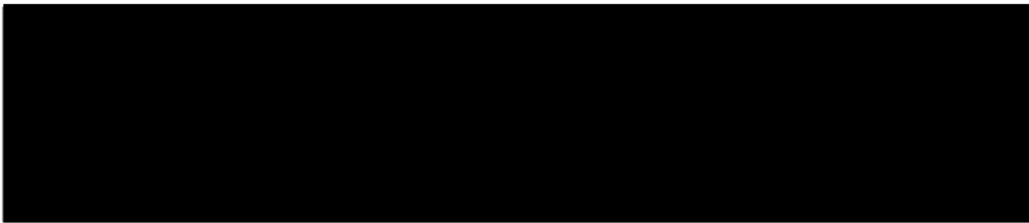
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Thank you,




Date: 2/12/12

To The State University of New York Charter School Authorizer:

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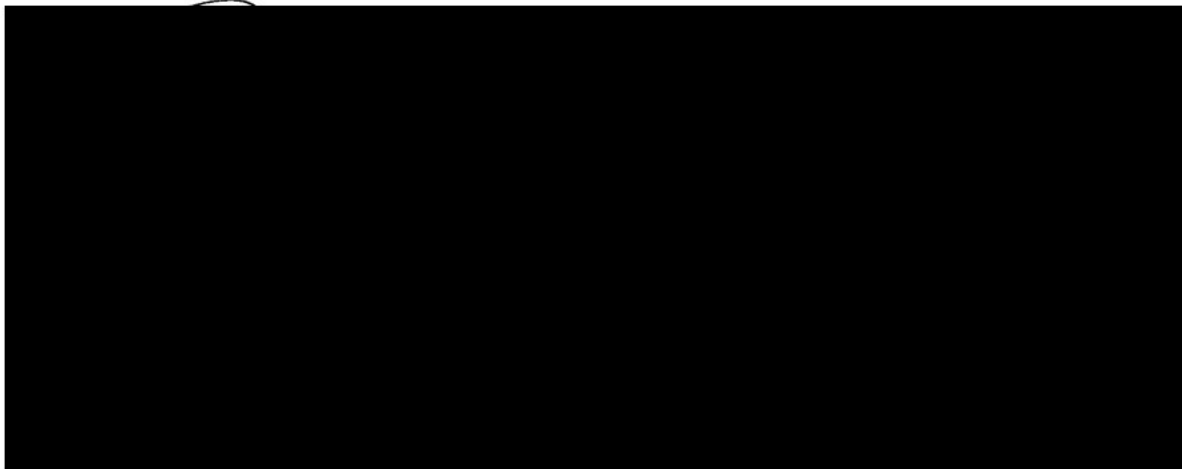
Date: 2/13/21

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Date: 02/13/2021

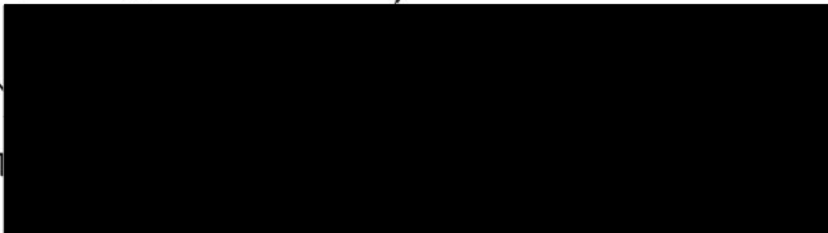
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Yours truly,

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Date: 2-14-21

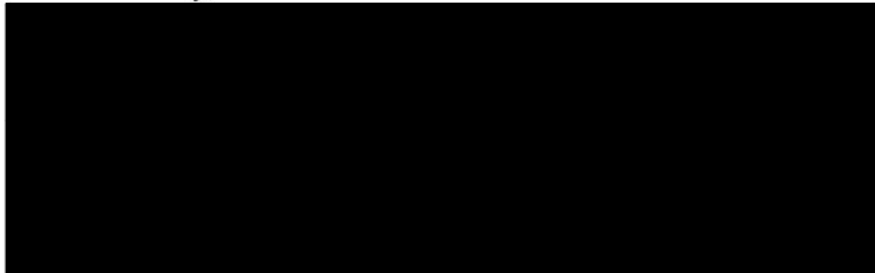
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Date: 2/14/21

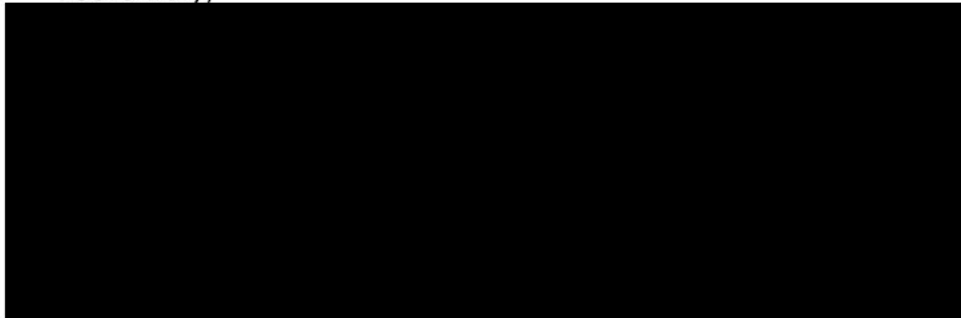
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Yours truly,



Date: _____

5/7/21

To The State University of New York Charter School Authorizer:

As a parent, I am thrilled with the possibilities that a public charter school would bring to our community. School choice is important for children, parents, and the community as a whole. Finger Lakes Classical Academy would provide an option our area is now lacking, a choice outside of the typical public school that is not limited by district lines and is not a financial burden to families. It is truly available to all.

Also, the classical education approach teaches students to think and reason for themselves. I believe that has been lost in the current public school environment. A tuition-free public charter school option adds choice for parents to decide the best educational path for their own children.

I fully support Finger Lakes Classical Academy.

Thank you.



Date: May 21, 2021

To The State University of New York Charter School Authorizer:

As a parent, I am thrilled with the possibilities that a public charter school would bring to our community. School choice is important for children, parents, and the community as a whole. Finger Lakes Classical Academy would provide an option our area is now lacking, a choice outside of the typical public school that is not limited by district lines and is not a financial burden to families. It is truly available to all.

Also, the classical education approach teaches students to think and reason for themselves. I believe that has been lost in the current public school environment. A tuition-free public charter school option adds choice for parents to decide the best educational path for their own children.

I fully support Finger Lakes Classical Academy.

Thank you.



Date: 4/15/21

To The State University of New York Charter School Authorizer:

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Yours truly,



Date:

6-15-21

To The State University of New York Charter School Authorizer:

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I am writing in support for the approved opening of Finger lakes Classical Academy. The education of our children is of prime importance. It is imperative that our youth are raised and educated in a manner that will empower and instill in them the significance of their role in society.

The proposal for the Finger Lakes Academy has been carefully and thoughtfully explored and presented. I support the Board Members' intentions and their idea that a classical education promotes and reinforces the seeking of truth, goodness, beauty with the study of the liberal arts and the great books.

This option for personal exploration is precious and immeasurable in its worth. The opportunity is open to all. It will promote individual attention to each student's needs, and it will provide a strong foundation for the continuance of applied learning skills, no matter what life may hold in store.

Thank you



Date: 06-15-2021

To The State University of New York Charter School Authorizer:

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Thank you,



Date: 6/15/2021

To The State University of New York Charter School Authorizer:

As a parent, I am thrilled with the possibilities that a public charter school would bring to our community. School choice is important for children, parents, and the community as a whole. Finger Lakes Classical Academy would provide an option our area is now lacking, a choice outside of the typical public school that is not limited by district lines and is not a financial burden to families. It is truly available to all.

Also, the classical education approach teaches students to think and reason for themselves. I believe that has been lost in the current public school environment. A tuition-free public charter school option adds choice for parents to decide the best educational path for their own children.

I fully support Finger Lakes Classical Academy.

Thank you,



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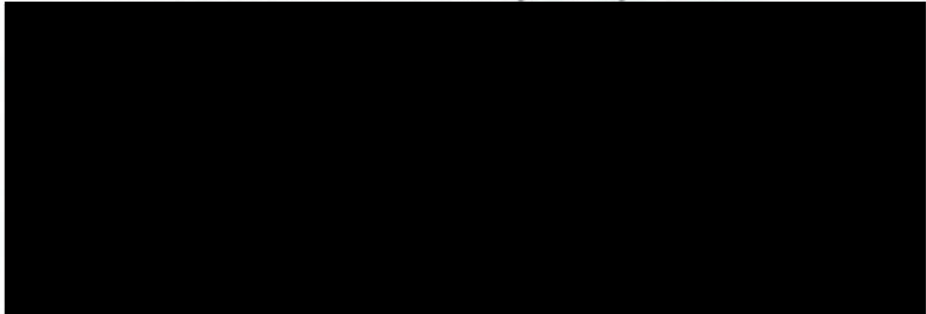
Date: 6/23/21

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I believe this is sorely needed in our country in general and in particular in this area of central New York. More and more students have dreadfully poor language and math skills, and only a glancing acquaintance with the history of our country and our civilization. This is not only detrimental to the individual students, but to our Republic as well. No country can survive with a semi-literate citizenry who has no understanding of the country's founding principles (and our country stands out among the nations of the world in actually having founding principles!), and even less regard for them. This is a dismal tide that is washing over school after school, child after child in our land.

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Date:

6/29/21

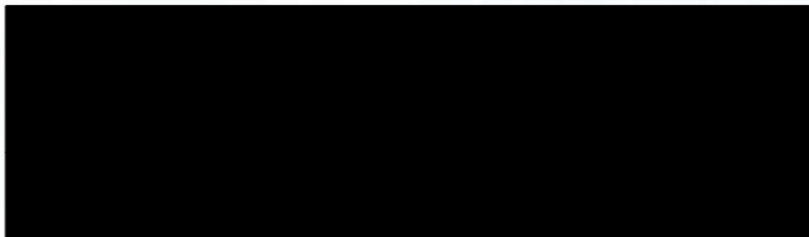
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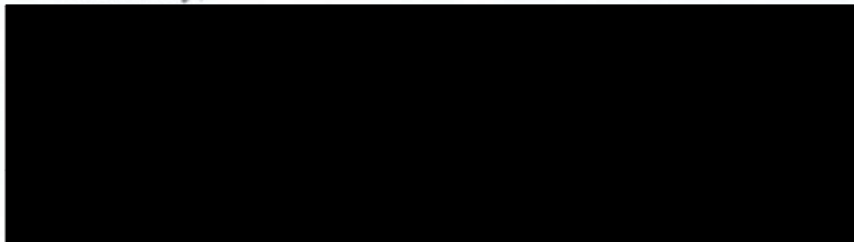
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Date: 6-30-21

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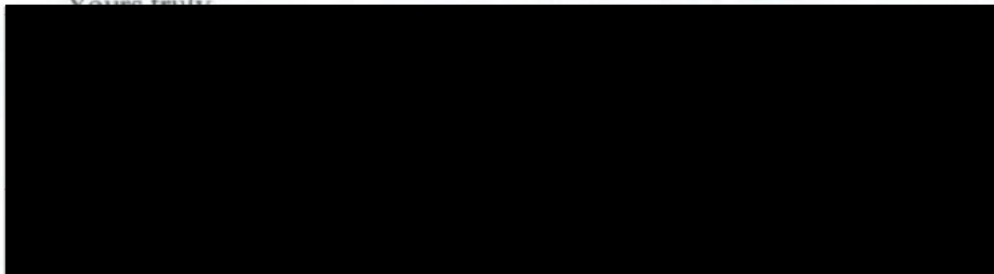
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7-7-21

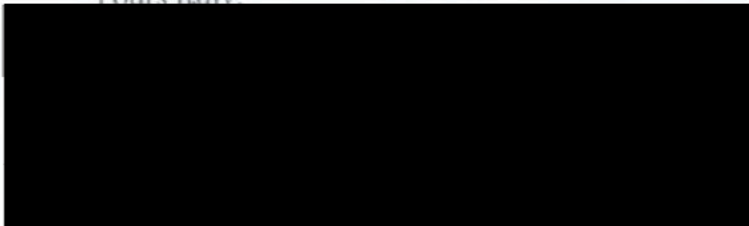
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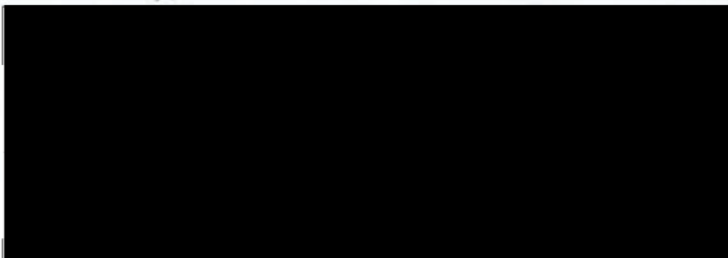
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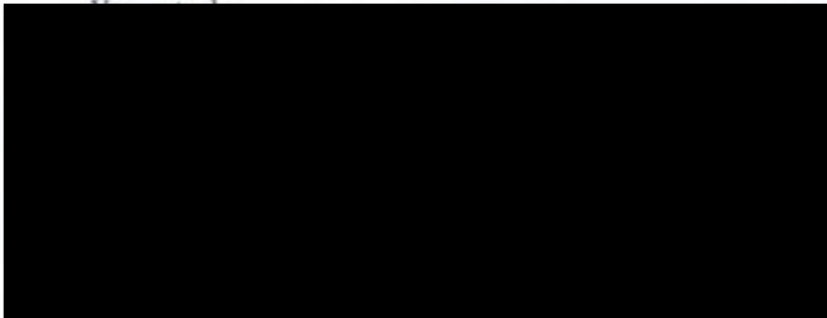
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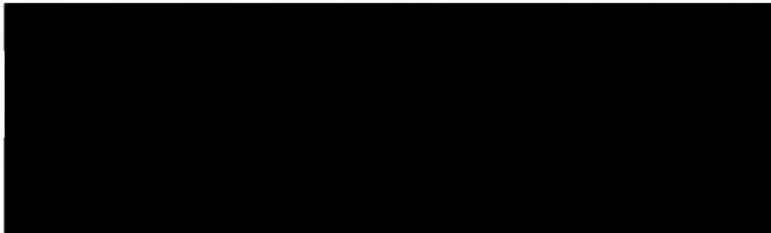
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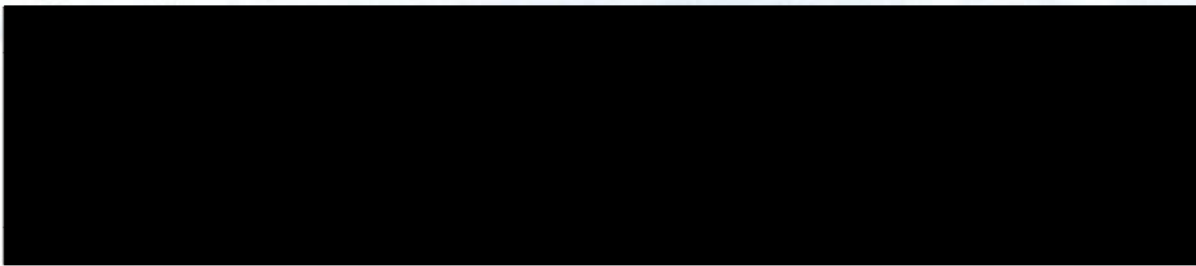
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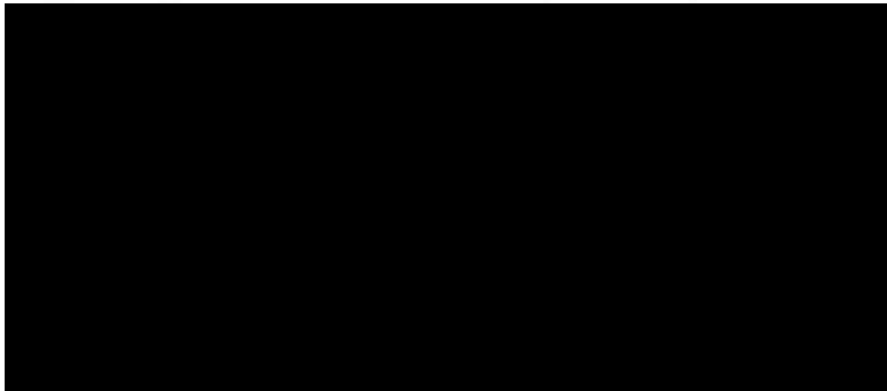
Date: 2/2/2023

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Below are some of the email interests we have received:

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February 8, 2024

Name: [REDACTED]
Subject: I have a prespective student
Message: Is the opening for the school still planned for 2025? I would be interested in helping in some way.

===== :

May 26, 2023

For those of you at last night's meeting and who heard Maureen Angotti speak on the Finger Lakes Classical Academy and charter schools in CNY and want more information about educational choice for Cayuga County, I am including some contact information.

For those of you who were unable to attend our meeting last night, you may well find this information to be of interest, especially if you are the parents or grandparents of young children.

Finger Lakes Classical Academy is working to establish a charter school in Cayuga County based on a classical curriculum. Finger Lakes Classical Academy would provide an alternative to public and private schools and be affordable for middle class residents.

For more information on this initiative please visit:

<https://www.fingerlakesclassicalacademy.com>

or email

[REDACTED]

[REDACTED]

=====

January 25, 2023

Hello,
I've been in contact with you before and was wondering if there was any update.

I was wondering if your board has considered a different location for this proposed charter school?
What about CanandaiguaNictor?

I know those are rated better schools however there is a bigger population/pool of potential students and homeschooling is growing greatly in these areas.

I know many want and wish to homeschool using the CC platform (that's growing massively in these locations) because they want a better education and one free of the sexual/political agendas now being pushed in public education. Yet that is not an option for them because of the financial and time constraints so a classical education charter school would fit perfectly.

Just had this thought to share.
Thanks to all of you for your efforts in this.

Sincerely a concerned parent

[REDACTED]

=====

September 16, 2022

Hello,

I am interested in the Fingerlakes Classical Education Academy. Please contact me with any information you may have this point. Thank you.

Regards,

[REDACTED]

=====

May 22, 2022

Hello,

I have filled out the forms and we are very interested, in fact hoping and praying this school opens for daughter when she's starts kindergarten Fall 2023.

Do you have any idea of a potential location?
Seneca Falls? Auburn?

We are in Geneva but look to move east due to my husband's job.

Thank you

[REDACTED]

=====
April 20, 2022

Hello! Congratulations on the exciting progress you are making on starting a new charter school. Auburn is a great location for an academically rigorous charter school.

I am a huge fan of the classical philosophy of education and have tried to incorporate as much as I can as a language arts and history teacher at a small private school near Ithaca. But the drive is really long. I'd love to pursue a similar teaching opportunity closer to home.

Would it be possible to chat with someone about future opportunities? Or perhaps I could attend the next board meeting to get a sense of what you're working on?

Thanks so much!

[REDACTED]

=====
December 2, 2021

Hello, I really want to put my daughter in a classical education charter school. She would be entering kindergarten in 2023.

If the schools does indeed open in 2023 is it correct you would only be offering K4 at that time?

If you added a grade each year after that my daughter would then always be a year ahead correct and then unable to attend?

I appreciate the information. My husband and I have a lot to consider for her education and would really like her to attend this school.

June 30, 2021

Hi, Is this school for elementary children only? What's the highest level of education that you offer?

June 30, 2021

"I recently saw that this school was hoping to open soon and I am extremely interested in helping/being a part of it!"

"I am excited and eager to be a part of this school in any way I can! Looking forward to hearing from you! :)"

March 30, 2021

"I completed a form of interest for my three children a while back ([REDACTED] [REDACTED] and just noticed that you have information sessions that people can attend. I was wondering when you are planning to have the school open, and if so, if a location has been determined?"

Thanks!

February 11, 2021

Fantastic! Would like to learn more.

January 27, 2021

Please email me information about the school when you have time.

January 14, 2021

Hi. I am interested in more information and considering applying my son for Kindergarten. My number is [REDACTED] I look forward to hearing from you!

[REDACTED]

March 9, 2020

Hello,
Where will your school in the Finger Lakes be located?

[REDACTED]

August 19, 2019

Hello! I have already filled out an interest form for my children, but I have a few more questions! Where will the academy be located? Also, will only certain children in certain school districts be eligible to apply? We are in Bloomfield school district, for example, and I didn't know if that mattered? We also love Hillsdale College and are so, so thrilled at the idea of a charter school in the Finger Lakes, as are many of our friends! Thank you so much.

[REDACTED]

August 8, 2019

Hi,
My family recently moved into the Finger Lakes area, and I'd love to meet and speak with someone about the work you all are doing. My children have been attending a Classical Christian school in the Atlanta area for years and we'd hoped to find something comparable here.
I'm currently working in the Rad Locals co-working space in Auburn and would be happy to meet most any day for coffee or lunch to learn more.
Feel free to call or email.
Thanks,

[REDACTED]

July 23, 2019

Please send info on new schooling options in education.

[REDACTED]

=====

July 23, 2019

Hello! We live in East Bloomfield. Are we eligible to attend Finger Lakes Classical Academy?

Thank you!

[REDACTED]

=====

May 28, 2019

When is your projected opening date? etc.

Message: I saw your organization in the 2019 Auburn Memorial Day Parade. My children attended charter schools in Utah, so I was thrilled to see that we may soon have this option. I look forward to hearing from you!

[REDACTED]

=====

January 14, 2019

We would love some more information about the upcoming school year. Could someone please contact us directly?

Thanks so much!

[REDACTED]

=====

December 5, 2018

Are you operational or still in the planning stages?

[REDACTED]

I am wholeheartedly in favor of school choice options for parents, specifically a public charter school, being established in Auburn, New York. Finger Lakes Classical Academy would provide a traditional curriculum, an option our area is now lacking, and a choice outside of the typical public school that is not limited by district lines and is not a financial burden to families.

	SCHOOL DISTRICT	
	Auburn	
	AUBURN	
	Auburn	
	Maravia	
	Auburn	
	Port Byron	
	Auburn	
	Weedport	

[illegible]

I am wholeheartedly in favor of school choice options for parents, specifically a public charter school, being established in Auburn, New York. Finger Lakes Classical Academy would provide a traditional curriculum, an option our area is now lacking, and a choice outside of the typical public school that is not limited by district lines and is not a financial burden to families.

SCHOOL DISTRICT

Fleming

Fleming

Union Springs

Auburn

Auburn

Auburn

Wells

Camillus

Fairmount

Auburn

Auburn

Butte

Wellsport

Camillus

Camillus

Auburn

Auburn

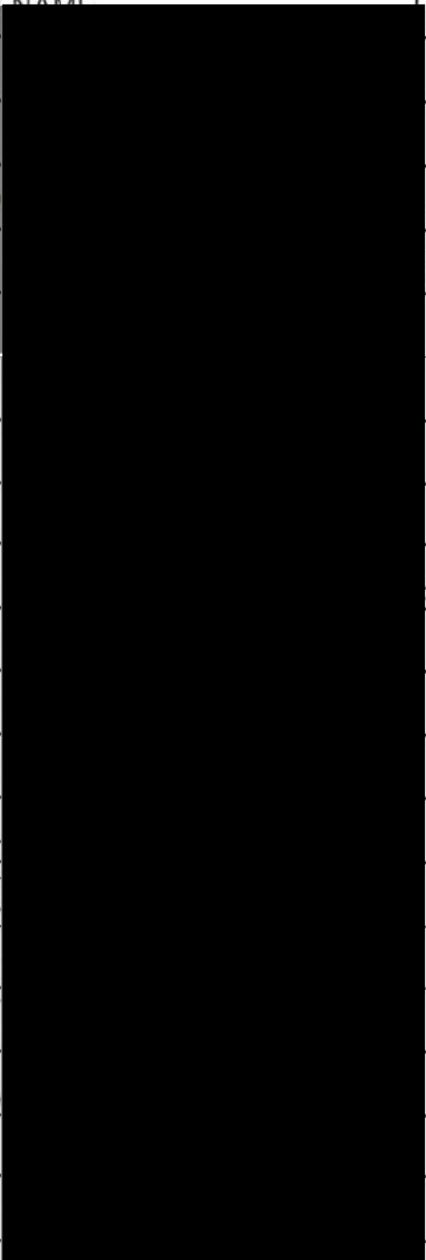
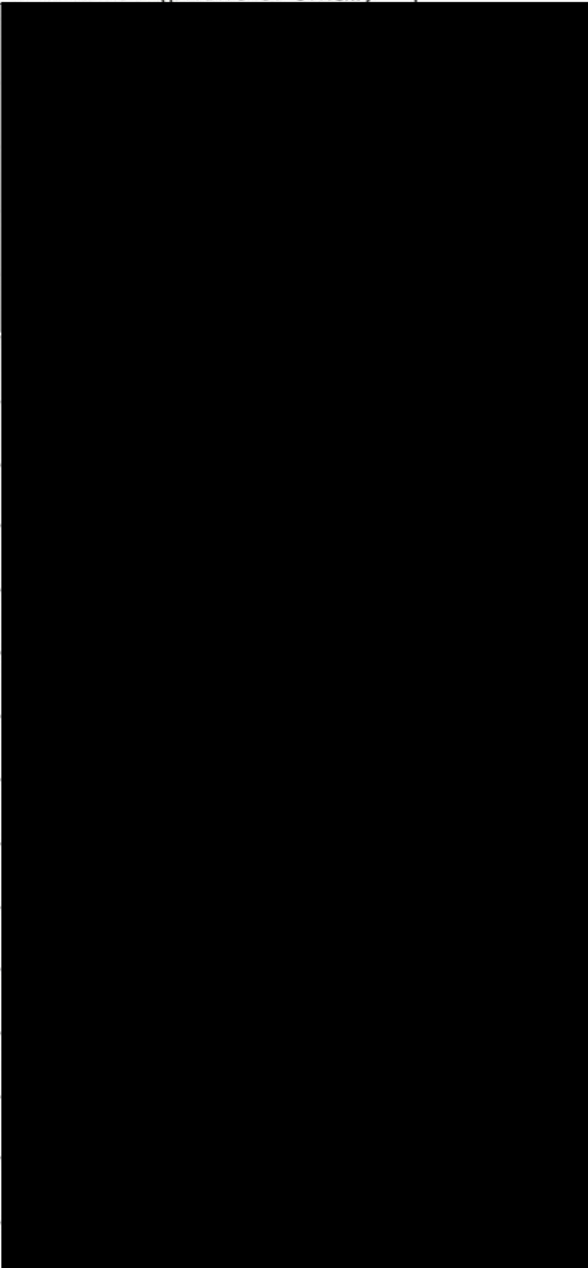
Auburn

Auburn

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SCHOOL DISTRICT	CONTACT (phone or email)
Union Springs	
Union Springs	
Union Springs	
Union Springs	
Union Springs	
Union Springs	
Clyde Board	
Weedsport	
Macy's	
Auburn	
Auburn	
Auburn	
Auburn	
Auburn	
Weedsport	
Auburn	
Auburn	
Auburn	
Auburn	
Auburn	

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NAME	SCHOOL DISTRICT	CONTACT (phone or email)
	Union Springs	
	" "	
	Union Springs	
	Union Springs	
	Auburn	
	A V/1 p n, Jt, /	
	U/3?1-<ILN	
	Union Springs	
	Long Grove	
	Moravia	
	Oswego	
	Auburn	
	AUBURN	
	Auburn	
	Auburn	
	Auburn	
	SKCN	
	Baldwinsville	
	Auburn	

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NAME	CONTACT (phone or email)
[REDACTED]	[REDACTED]
Auburn	[REDACTED]
Auburn	[REDACTED]
Auburn	[REDACTED]
Port Byron	[REDACTED]
Maravia	[REDACTED]
Auburn	[REDACTED]
Auburn	[REDACTED]
Auburn	[REDACTED]
Marcellus	[REDACTED]
AUBURN	[REDACTED]
Port Byron	[REDACTED]
Port Byron	[REDACTED]
Outsco	[REDACTED]
Auburn Port Byron	[REDACTED]
Port Byron	[REDACTED]
Port Byron	[REDACTED]
Auburn	[REDACTED]
MARCELLUS	[REDACTED]

I am wholeheartedly in favor of school choice options for parents, specifically a public charter school, being established in Auburn, New York. Finger Lakes Classical Academy would provide a traditional curriculum, an option our area is now lacking, and a choice outside of the typical public school that is not limited by district lines and is not a financial burden to families.

[illegible]

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NAME	SCHOOL DISTRICT	CONTACT (phone or email)
	Weedsport	
	weedsport	
	Auburn	
	Star Key	
	Skaneateles	
	Auburn	
	Waterloo	
	Auburn	
	Auburn	
	Auburn	
	Marcellus	
	Port Byron	
	Port Byron	
	Skaneateles	
	Auburn, N.Y.	
	Cortland NY	
	Cortland, NY	
	Marcellus	
	Auburn City	

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NAME	SCHOOL DISTRICT
	A- BURN
	Auburn
	Auburn
	Auburn
	Union Springs
	Moravia
	Fleming
	Port Byron
	Skaneateles
	Fleming
	Fleming
	Fleming
	Fleming
	Fleming
	Auburn
	Auburn
	Auburn
	Auburn

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[illegible]

(fJ

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NAME	SCHOOL DISTRICT
	W. Genesee, NY
	W. Genesee, NY
	Auburn
	Moravia
	Auburn
	Auburn
	Auburn
	Montezuma
	Cato
	Moravia
	Clyde
	Auburn
	Auburn
	Auburn
	Auburn
	Montezuma
	Jordan-Elbridge
	Auburn
	Auburn

<https://www.fingerlakesclassicalacademy.com>

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SCHOOL DISTRICT

Auburn

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CATON

CATON

Auburn

Auburn

Auburn

Auburn

Auburn NY

Auburn NY

" "

Port Byron

Auburn

Auburn

Auburn

Auburn

Auburn

Union Springs

Auburn

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SCHOOL DISTRICT

Auburn

"

Union Springs

Auburn

Elbridge

Auburn

Moravia

Auburn

Auburn NY

Auburn

Auburn

Auburn

Auburn

Auburn

Auburn

Auburn

Auburn

Auburn

Auburn

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	SCHOOL DISTRICT	CONTACT (phone or email)
	Auburn Enlarged Scho	
	Auburn "	
	Auburn "	
	Auburn	
	Monl...,Vt'<X...	
	Auburn	
	Union Springs	
	Auburn	
	AUBURN	
	Auburn	
	Auburn	
	Auburn	
	Auburn	
	Moravia	
	Moravia	
	Jordan Elbridge	
	Jordan Elbridge	
	Tim Asson	
	Auburn	
	Auburn	

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[illegible]

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	SCHOOL DISTRICT	CONTACT (NAME, ADDRESS, PHONE, EMAIL)
	Auburn	
	Auburn	
	Weedsport	
	Union Springs	
	Weedsport	
	Skaneateles	
	Auburn	
	Auburn	
	Aub.	
	Auburn	
	Auburn	
	McGraw	
	Auburn	
	Auburn	
	Auburn	
	Auburn	
	Auburn	
	Auburn	
	AUBURN	

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SCHOOL DISTRICT
Auburn
Port Byron
Seneca Falls
Auburn
Auburn
Weedsport
Auburn
Moravia
AUBURN
AUBURN
Southern Cayuga
Auburn
S.
Auburn
Auburn
Auburn
Auburn
AUBURN
Auburn

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SCHOOL DISTRICT
Auburn Enlarged
Auburn "
AUBURN "
AUBURN "
Auburn "
Auburn "
AUBURN
Auburn
Auburn
Auburn
Depend
Weedsport
Hannibal CS
Weedsport
Throop
Maravia
Union Springs
Union Springs
Union Springs

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SCHOOL DISTRICT

Moravia NY

Moravia NY

Auburn NY

Auburn NY

6221 West Lake

6231 West Lake

31 Academy St Skaneateles

5638 Miller Rd

5638 Mobbs Rd Auburn

5447 Mobbs Rd

5447 Mobbs Rd

5837 Lakeview Dr

5612 Buckhorn

7076 State St

7076 State St

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SCHOOL DISTRICT

Auburn
LaFayette
~~Auburn~~ Southern C
Auburn

Weedsport
Auburn
W. Lakes
MIDLAKES

LYONS
Shenandoah

I am wholeheartedly in favor of school choice options for parents, specifically a public charter school, being established in Auburn, New York. Finger Lakes Classical Academy would provide a traditional curriculum, an option our area is now lacking, and a choice outside of the typical public school that is not limited by district lines and is not a financial burden to families.

SCHOOL DISTRICT

Southern Cayuga

Auburn

Moravia

Moravia

Canandaigua

Canandaigua

Auburn

Moravia

LYONS

Auburn

Auburn

Auburn

Clinton Springs

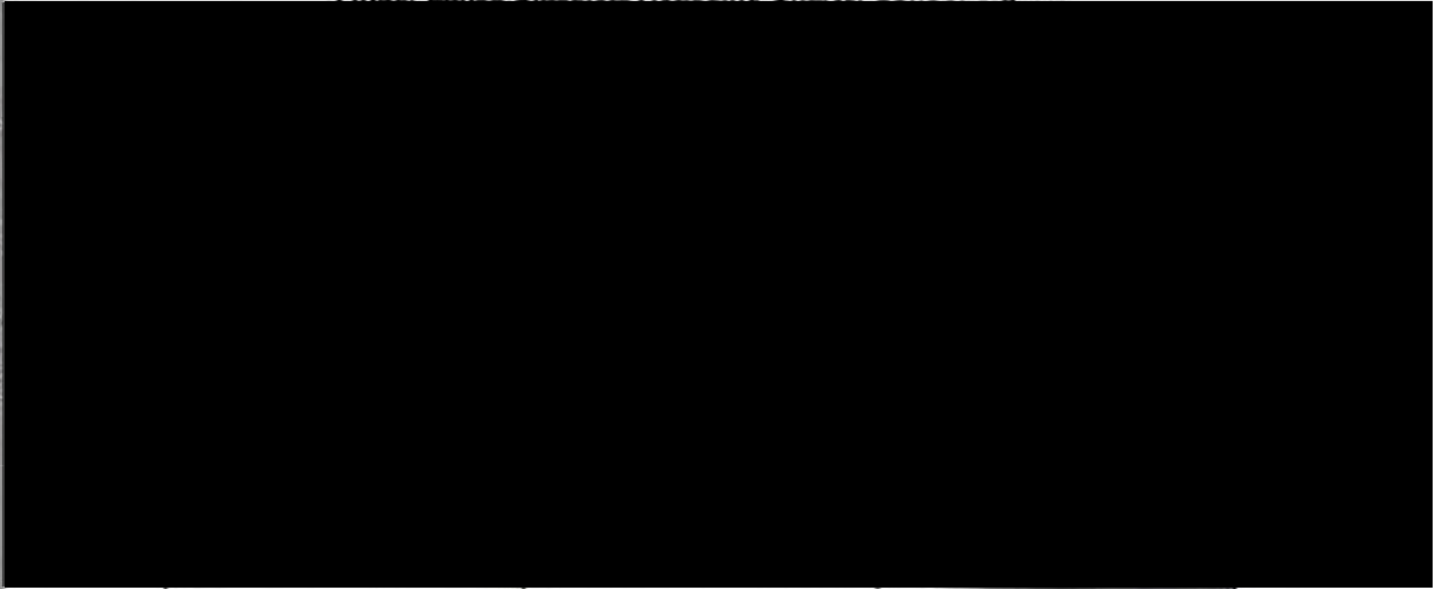
Auburn

Auburn

WESTVILLE

Auburn

Finger Lakes Classical Academy Charter School Sign in



R-04f Evidence of Demand

Submit documents that provide evidence of demand for the school (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school, etc.).

Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

NOTE: If evidence of community outreach, support, and/or demand overlaps, it is not necessary to duplicate documents. Describe how any specific evidence of one demonstrates evidence of another in the applicable narrative description.

Right from inception, FLCACS has received examples of demand from our targeted communities. At every event we have run, we have added more interested parents, grandparents, and family friends of young people to our growing contact list. With the help of a mailing agency, we have generated many emails, reaching parents from all our surrounding school districts. Since the email campaign, flyer distribution, and final lawn sign dissemination, the word has gotten out that we are making progress in the approval process. As such, we have seen a tremendous increase in demand from our targeted communities, as people realize the dream of a classical education and public charter school could become a reality. Free from most COVID restrictions, the summer of 2022 allowed us to get a significant number of petition signatures, and of course, this process allows an opportunity for numerous conversations.

Our website has seen tremendous traffic over the past year. Since its inception in 2018, the website has had over 2200 hits, with just over 1500 being unique visitors. More than half of the traffic has been created in the last two years, as our advertising effort has increased. Since March of 2021, we have had 1,350 site sessions with well over 900 unique visitors. This is despite the fact that many community members were disappointed that we did not succeed with the last application.

Many people filled out the "School Choice Survey" (90 responses). These surveys, as a series of multiple choice questions, have shown that over 70% are concerned with having a content-rich curriculum, while that same amount (71%) want a change in the existing educational philosophy. The surveys taken online, along with the commentary we receive, show that people have lost faith in the public schools, but they have also lost faith in the state bureaucracy getting out of the way and allowing alternatives to be presented.

We have also had handwritten surveys that people took not only the time to answer, but many contained more than one-word responses. It is rare when someone will take the time to fill out with pen and paper a survey that goes into very open-ended questions as we had on the handwritten ones. These handwritten surveys are attached at the end of this document.

More importantly, we have 134 families that have filled out an “Expressions of Interest” online. Differing from a survey, an expression of interest asks for parent contact information and children’s data. People who fill this out are interested in attending the school.

The specific questions asked are name, address, and contact information of the parent (or guardian); The names of each child in the family; The birthdate of each child; Their Intent to Enroll; How they heard about us and if they are willing to volunteer. They then finally complete the form by signing the following statement:

“I am submitting a confidential, non-binding Intent to Enroll to have my child/children attend Finger Lakes Classical Academy. I certify that the information given by me in this document is true, complete, and correct. Please type your complete name below as your signature.”

The people who fill these forms out are not window shoppers, they are serious about finding an alternative education for their children.

Of these 134 families, 64% came from the Auburn area, where most of our outreach effort has centered. In addition, 41% families had two children, 19% had three children, and 4 had four children. When asked if they would like to help with their background and interests, 63 people shared their information.

Considering the fact that we are only expecting 78 children to enroll in our first year of operation, having so much interest online is a good start. When factored into the aspect that we have focused most of our outreach into the Auburn area, not heavily advertising into the other twelve districts yet, and having most families responding from Auburn, where we only expect to have 22 children enrolled, we feel confident in the amount of demand we will receive once the charter is approved.

In addition, it is the families that currently have children enrolled in public schools who are desperately searching for an alternative. This is not only shown through our outreach response, but also by the number of families who have children at higher grade levels looking for options and making great sacrifices for them.

It is the reality of charter approval that is the missing element. This cannot be stressed enough. Many people have shown interest and support, but because we have been out promoting the concept for several years now, even limitedly during Covid, the only negative reaction we receive is from the parents who don’t believe that NY State will allow a charter alternative. It is for this reason, we are cautiously confident in making our enrollment numbers. If we can generate interest when many believe this is not likely to happen, once our charter is approved, the biggest problem we may have is too much demand.

In addition, once the concept has become a reality, many parents in Head Start or Pre-K programs will have a viable alternative and be much more willing to make that commitment. FLCACS has a positive rapport with many of these programs and the administrators and teachers have been waiting to promote our program. They are simply waiting for our doors to be open.

As stated above, the following pages contain first, the questions found on the online survey, followed by the handwritten surveys. We included them in this section because we felt that individuals who took the time to handwrite something demonstrated a high level of demand not normally seen in today's cell phone society.

School Choice

1. Check the three ideas that are most important to you when you think about a child's education.

Check all that apply.

- ☐ Small class sizes
- ☐ Content-rich curriculum
- ☐ Strong arts and music programs
- ☐ Strong sports programs
- ☐ Foreign language offered in primary grades
- ☐ Emphasis on values and civic duty
- ☐ Advanced Placement (AP) classes offered
- ☐ Highly qualified teachers
- ☐ Ability to address special needs
- ☐ School ranking based on student achievement and test scores

2. Choose the three most important components of education you want to support with your tax dollars?

Check all that apply.

- ☐ Staff salaries
- ☐ Transportation
- ☐ Computers and Classroom Technology
- ☐ Sports Teams
- ☐ Language, art, and Music Education
- ☐ Books and materials

3. Please check the schools in Cayuga County you are aware of?

Check all that apply.

- ☐ My local public school
- ☐ St. John Paul II Academy (Cayuga, NY)
- ☐ Tyburn Academy of Mary Immaculate (Auburn, NY)
- ☐ Creative Minds Montessori School (Auburn, NY)
- ☐ Montessori School of the Finger Lakes (Auburn, NY)
- ☐ Peachtown Elementary School (Aurora, NY)
- ☐ Frontenac Elementary School/Union Springs Academy (Union Springs, NY)
- ☐ St. Albert the Great (Auburn, NY)

4. Have you ever considered having (or do you have) a child in your family or extended family attend a school other than your local public school?

Mark only one oval.

- ☐ Yes *Skip to question 5*
- ☐ No *Skip to question 7*

Local School Options

5. Which schools have you considered (or they go to/have gone)? Please list any, including those outside of Cayuga County.

6. Please select the options below that contributed to your consideration of an alternative to public schools?

Check all that apply.

- ☐ Smaller class sizes
- ☐ Superior quality curriculum
- ☐ Difference in education philosophy
- ☐ Religious values
- ☐ Special needs or concerns
- ☐ There is too much emphasis on standardized tests in the public schools
- ☐ Teaching methods used

Other: ☐ _____

Skip to question 8

Public School

7. What has been a barrier to considering other options?

Check all that apply.

- ☐ I never knew there were other options to consider
- ☐ Not affordable for me
- ☐ I did not think transportation was available
- ☐ I did not think the educational curriculum was as strong as the public school
- ☐ I did not think the sports programs were as strong as the public school
- ☐ I did not think the art and music programs were as strong as the public school
- ☐ I did not think my child's special needs or concerns could be met outside of the public school

Other: ☐ _____

Skip to question 8

Summary

8. If a tuition-free, quality curriculum, public school alternative was available in Cayuga County would you consider sending your child to that school or recommending it to a parent?

Mark only one oval.

☐ Yes

☐ No

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Google Forms

Finger Lakes Classical Academy Charter School Survey

What are your concerns about our current K-12 educational system?	What should an ideal K-12 education look and sound like?
<p>My children are not being taught worthwhile, concrete facts that will build upon each other to help create a solid foundation of their education. Everything is disjointed and subjective by the teacher's or government's standards -- which are generally absurd. "Absurd" not because of my preferences, but because logically and pragmatically what they are being taught can be deconstructed in a matter of minutes. There is no joy in the learning, there is no thirst created by how subjects are "taught." Corners are cut and my children are cheated out of a quality education. I honestly do not believe that any public (and some private) school teachers know how to educate;</p>	<p>Based on child development studies, I believe K-12 education should be based on a grammar stage (teach the 4th facts -- they are sponges and will soak it up!); the logic stage (5-8th, learn logic -- explain the <u>how</u> of what they have learned); and the rhetoric stage (9-12th) where they learn the <u>why</u>, the reason for or the apologetic of what they have learned and are learning. Underlying all this should be a foundation of truth, beauty, and goodness. Not politically minded, but classically minded.</p>

We have wasted so much time and talent by being so engrossed and concerned with what is politically correct or popular! ~~That is how~~ I believe we have raised a generation of kids who simply know how to regurgitate, are poor writers, and are incompetent to have an original thought. It is shameful the disservice we have brought to our children under the guise of education.

Request 04f Page # 9

I want my kids to learn penmanship, reading, writing, math/arithmetic, sciences, philosophy, the art of rhetoric, history (ancient through modern), the arts (again, ancient through modern) ... all of this through a lens of love of education (and of our Creator) and NOT through the lens of "critical race" or any other politically minded world-view.

Request 24 - Page # 234

Finger Lakes Classical Academy Charter School Survey

What are your concerns about our current K-12 educational system?	What should an ideal K-12 education look and sound like?
<p>lack of content in doctrination, not education</p>	<p>focus on academics, content keep politics out</p>

Finger Lakes Classical Academy Charter School Survey

What are your concerns about our current K-12 educational system?	What should an ideal K-12 education look and sound like?
<ul style="list-style-type: none"> - Creating opportunities for authentic learning. - Fostering deeper learning - Supporting student's ability to solve real world math problems - Poor infrastructure, including well-trained teachers. - The teaching of critical race theory. 	<p>children should be inspired by teachers to work effectively by the interesting learning process.</p> <p>American Patriotism, Teach our children true American History</p> <p>Great teachers who care about their students and not about their personal agenda.</p>

Finger Lakes Classical Academy Charter School Survey

What are your concerns about our current K-12 educational system?	What should an ideal K-12 education look and sound like?
over stimulation smart boards	books pens + pencils

Finger Lakes Classical Academy Charter School Survey

What are your concerns about our current K-12 educational system?	What should an ideal K-12 education look and sound like?
<p>* Loss of focus from Core education such as math Science Language Arts History</p> <p>* Using Curriculums that are non-effective and leave students frustrated and uneducated ex. everyday math Core math</p> <p>* Teachers/educators are implementing their own personal (political) agendas into the classroom → telling students how to think and not allowing students to be free thinkers</p>	<p>teach fundamentals of core subjects math Science Lang. Arts History</p> <p>Ensure students are proficient in these core subjects</p> <p>Keep political agendas out of school</p> <p>Teach history free of Critical Race Theories Teach correct history Teach civics</p>

Finger Lakes Classical Academy Charter School Survey

What are your concerns about our current K-12 educational system?	What should an ideal K-12 education look and sound like?
<p>Too much control by federal gov't and teacher's union.</p> <p>Good creative teacher's hands are tied in the classroom</p> <p>Parents and children are judged and quieted because of their beliefs.</p> <p>Parents are not welcomed into the classroom</p>	<p>It should give freedom to teachers to use their own unique gifts + creativity to teach</p> <p>The fundamentals of reading, writing, history, science and math are emphasized</p> <p>The values of the community are reflected</p> <p>The value of each child is emphasized</p> <p>Parents, caregivers, are welcome into the classroom to share in different activities</p>

Finger Lakes Classical Academy Charter School Survey

What are your concerns about our current K-12 educational system?	What should an ideal K-12 education look and sound like?
<ul style="list-style-type: none"> • too liberal • divisive • not enough time spent on writing and public speaking skills • curriculum aimed at meeting test scores rather than teaching our kids to be successful • removing God from our schools and the strong influence of Christianity on our founders and constitution • should not be teaching critical race theory or gender issues or sex education without permission from parents 	<ul style="list-style-type: none"> • teach critical thinking • teach every child to have confidence with writing and public speaking • respect and appreciation for our country and military + officers • public service projects • respect for authority + teachers

Finger Lakes Classical Academy Charter School Survey

What are your concerns about our current K-12 educational system?	What should an ideal K-12 education look and sound like?
<p>1. Curriculum lacks rigor (common core)</p> <p>2. Confusing teaching methods. Parents unable to carry over at home.</p> <p>3. Lack of focus on government and history education.</p>	<p>1. Focus on Spelling, grammar and appropriate writing form.</p> <p>2. Focus on American history and American government</p> <p>3. Teaching critical thinking across subjects.</p>

Finger Lakes Classical Academy Charter School Survey

What are your concerns about our current K-12 educational system?	What should an ideal K-12 education look and sound like?
<p>It's become to political.</p> <p>The union is one side + has too much power.</p> <p>no competition.</p> <p>Tenure should be eliminated.</p>	<p>The basic NEEDS to educate.</p> <p>more options for parents.</p> <p>NEEDS more competition.</p>

R-05ac Enrollment

a. Enrollment Plan

Provide a narrative description of the following aspects of the school's enrollment plan including:

- *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 the proposed charter school and district 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 (i.e., the proposed school's "backfill" policy); and*
- *A statement about any growth that the applicants may seek in a future charter period if the school is renewed.*

NOTES:

- *A charter school may not open serving only Kindergarten unless it is an existing SUNY authorized education corporation seeking to open an additional school.*
- *Unless there is a compelling reason, a charter school must enroll a minimum of 50 students at a single site by its second year of operation. If you believe there is a compelling need for an exemption to this requirement, contact the Institute before submitting your application.*
- *If a school's enrollment at any point in its first two years of operation exceeds 250 students, all employees of the school would be deemed members of a separate bargaining unit of the same employee organization that represents similar employees of the school district of location.*
- *The school district of location or NYSED reviews applications for pre-K programs. Applicants may not submit an application for pre-K until the SUNY Trustees approve the charter.*

Initial Enrollment Plan:

The Finger Lakes Classical Academy Charter School grade opening and grade sizes reflect the small city of Auburn and the surrounding rural agricultural areas. We intend to open with grades K-4, adding a grade each year until reaching 12th grade over the subsequent years. The Auburn Enlarged City School District consists of five Primary Schools (K-6), one Middle School (7-8), and one High School (9-12). Our first three years will be focused on primary school-aged children, with years four and five expanding to Middle school-aged children. Some of the other school districts within our 15-mile radius consider 6th grade as Middle School, as does the SUNY Charter Institute, but the classification of 6th grade as Primary or Middle School will not impact curriculum and will not be likely to affect enrollment, as most middle school students will be composed of already existing students. There may be slightly higher numbers for the sixth-grade opening, accounting for parents wanting to make a transition before their child enters their local district's Middle School building.

Rationale:

- Some schools begin K-2 so that they can better prepare students for state testing in third grade. In the Auburn district, the 2023 third-grade ELA testing resulted in 24% proficiency, 26% in fourth grade, and 22% in fifth. Their math proficiency was 37% in third grade, 40% in fourth grade, and 31% in fifth grade. By starting K-4, even the third and fourth grade students will be introduced to and benefit from the Orton-based literacy program. Third and fourth grade students will require a two-week "Orthography

Camp” for two hours each morning – or a total of 10-20 hours of instruction. The goal is to teach the 72 phonograms with handwriting and the spelling analysis and marking system needed for daily spelling lessons. Third and fourth grade Students will all be ability placed for Singapore Math.

<https://www.syracuse.com/schools/2023/12/2023-ny-school-test-scores-search-new-english-math-results-for-every-district.html>

- The value of having 3rd-grade teachers and students in the building cannot be understated. State testing starts in Grade 3. Our 2nd-grade and 3rd-grade teachers will literally take the tests with our third-grade students and be able to immediately begin evaluating the efficacy of our program and ensuring it is meeting the needs of our students. The 3rd-grade teachers will also immediately respond by meeting with the K-2 teachers to share input and discuss potential areas for growth. When test results come back to us, we will analyze those results, address the needs of individual students, and differentiate instruction as needed. Having 3rd Grade in the building will greatly enhance our assessment process and accountability to the most important people in the building, our students.
- Research shows that if a student is not reading at grade level by the end of 3rd grade, their academic future is greatly compromised. In the Auburn district, the 2023 4th grade proficiency in ELA was 26% in 4th grade. Their math proficiency in 4th grade was 40%. Our literacy program (Access Literacy) is a K-3 program, and we believe a school building should contain the beginning, middle, and end of a program. With the potential of 74% of 4th grade students reading below grade level (Auburn results), the 4th grade test results will be analyzed to address the needs of individual students and differentiate instruction as needed. Fourth-grade teachers will be literally taking the tests with the students so they can immediately begin evaluating (with the 3rd-grade teachers) the efficacy of our program and ensuring it meets the needs of our students. This is where the cohesion of the 3rd and 4th-grade teachers in the same building will benefit the students in both grade levels, providing an opportunity and greatly improving the possibility for a successful academic future. Our charge is to have students reading at grade level. We realize this may be an unrealistic goal to have 100% at grade level by 3rd grade, but by having the first State Assessment results of our 4th graders (from 3rd-grade assessment), we have charged ourselves with having all students at grade level by the end of 4th Grade.
- Due to the limited population size of our rural area, the school would only open with one classroom per grade level. The financial viability of sustaining three classrooms with a K-2 opening would be a tremendous and unnecessary burden potentially affecting optimal staffing.
- It has been expressed by many families who have more than one child that they would want to have all their children in one school. A K-4 range of grades at opening provides a greater probability of having this interest met.
- A school with more than just K-2 grades at opening is more attractive to the kind of highly talented candidates for school principal needed to lead a great school.

- A school that opens with grades K-4 brings a new faculty together in the first year in a way that overcomes a natural subgrouping that occurs between the K-2 teachers and the 3rd and 4th teachers. Instead, the teachers develop a common commitment to the school's mission and to one another as one school and not two schools.
- By grade 7, at year four, a school with upper school teachers who are specialists in curriculum subjects can assist the elementary school teachers in subjects which they, as generalists, may seek support from those specialists.
- A school that opens as a K-4 overcomes a potential problem that other schools face which open with fewer grades, that problem being the enticement to delay in opening the high school due to its perceived difficulty and the tendency to wait until all the challenges of the first few years are past. This can stifle the school's movement toward fulfilling its mission.
- A classical school delivers instruction from a challenging and serious curriculum. Teachers find it professionally stimulating, whilst simultaneously difficult, although time in the curriculum will strengthen the teachers intellectually. A school that opens as a K-4 will permit the teachers to grow in this fashion with the students and learn of the content delivered in grades below the one they teach. Without this feature, it is quite possible that new teachers who arrive in years subsequent to school opening will be in a difficult catch-up mode as they teach students who have been learning in this curriculum for several years.

FLCACS plans to expand into the high school level of education. This will occur after we have a proven track record with our curriculum and our staff is prepared to move up. Our goal is to eventually offer classical education from K through 12th grade. Our enrollment plan aligns with the Auburn district. We are minimizing disruption by establishing our initial entry level at kindergarten. This allows students to benefit from their classical foundation at the onset of their education, which, of course builds on itself with each consecutive year. This also minimizes achievement gaps between students from different socioeconomic backgrounds, IEP, and ELL status, which are often discovered in the earliest grades and widen as time goes on. By starting with the youngest students and identifying achievement gaps early, we plan to minimize and eventually eliminate them.

Our School Leader and Special Education / Academic Success Coordinator (SEAC) will work closely with the classroom teachers, continually assessing, especially through the first three years, to confirm all students are on target with appropriate grade placement and academic growth. In year one, we will enroll 78 students in grades K-4. We will continue to foster and build our relationship with HeadStart and the local preschools in the ongoing outreach process.

Differences in Age:

Our eligibility and minimum age requirements for students are aligned with and are the same as the local district schools. Kindergarteners must be 5 on or before December 1 of the year they wish to enroll.

Pattern of Growth:

Student enrollment will come with challenges. Being new to the community, FLCACS will market itself without the benefit of support from existing students and their family members, but it will be able to promote the classical education model and its academic success. Initial efforts will focus on following the school's plan to increase awareness and build relationships within the community.

A strong social media presence will be essential, along with signage, participation in various community activities and meetings, and door-to-door canvassing. Once a final (or temporary) site has been selected, FLCACS will implement a robust community awareness plan, including onsite opportunities for face-to-face meet and greet. Direct mail and billboards will be considered to raise brand and location awareness.

First-year recruitment will be the biggest challenge as enrollment drives funding. Essential to success is maximizing efficiencies by ensuring that teacher-to-student ratios are on target with a full complement of teachers to meet students' needs at the beginning of the first school year. In addition to the ACAM Startup Plan, the school's board knows that a community engagement and awareness campaign must begin immediately. The community outreach identifies the various community members, local businesses, nonprofits, childcare facilities, and churches that the founding board will contact in the coming months.

Our initial anticipated grade size is small, with a long-term ultimate maximum of two classes per grade level. Based on our current projections we are not anticipating needing two classes per grade level. However, if enrollment exceeds our current projections, the expansion to a second classroom, in order to maintain proper student-to-teacher ratios, will be easy to accomplish.

This will result in a minimal programmatic and fiscal impact on Auburn and surrounding districts. We have developed a slow growth model in accordance with a more rural area, adding minimally 20 - 24 students each year (primarily at the kindergarten level). Our focus will be on our academic program and each student's academic growth, as well as school management and culture.

Other charter schools tend to have an attrition rate of 7-10%, as per the following study: <https://www.wnyc.org/story/nyc-charter-school-attrition-rates/>; because our marketing, public awareness, and branding, along with the poor performance of the local districts, should increase desire. We expect to increase attendance until we have multiple, full classrooms at

each grade level. Being in a charter desert, and having such limited school choice options, attrition, while existent, will not be as high, as we anticipate our attrition rate to be no more than 5%.

According to a February 22, 2023, New York Post article, “In terms of third through eighth-graders, students whose performance is specifically looked at by the state as a predictor of student success, 83 percent of charter pupils outperformed their public-school counterparts in both ELA and math in 2021-22, according to a new analysis conducted by SUNY’s Charter Schools Institute.”

Similar classical schools nationwide, such as Bronx Classical and Ascent Classical, have experienced rapid growth and minimal attrition. We hope to follow in their footsteps. “Charter students outperformed their public-school peers in English Language Arts proficiency by 55% to 49% and math proficiency by 46% to 38% in 2021-22, according to data compiled by NYC Charter Center.” Considering the high performance of charter schools, and no other tuition-free school options in the area, we do not anticipate high attrition rates.

This lack of standard attrition, as well as the anticipated desire for an alternative option in the Charter School desert that we will be operating in, should allow us to easily “backfill” any attrition. Regardless of the 5% anticipated rate (4-6 students per year) we expect to experience, or the 10% attrition rate found nationally (8-12 students per year), the numbers are so small when spread over multiple grades that filling in these spots will consist of nothing more than working off of our waiting list.

Our intake policy consists of having no more than twenty-two children in a classroom. This will result, unfortunately, in a waiting list. As openings occur, students from the waiting list, provided they match the charter’s policies for prioritizing economically disadvantaged students, will take priority over new requests. If openings occur in the middle of a school year (due to relocation or other unforeseen circumstances), students on the waiting list will be offered those seats in order of waiting list preference. Once the second marking period is closed, “backfilling” will occur in the following school year.

Future Growth in Enrollment:

We have considered doing a Pre-K program. However, since working with the existing local programs in the communities, we want to focus on the strength of our own academics and solidify the working relationship we have with both HeadStart and the local preschools with which we already have a rapport.

Since our growth model is based upon building from the lower grade levels and up, and maintaining the existing class sizes as the students progress, we expect the initial growth from one class to two classes to occur originally at these lower level grades. Any limitation in our growth will be a factor of building size and hiring capacity as we do not wish to increase the

teacher-student ratio beyond the established success rates proven by prior school histories. Long term, considering the limited population size of our area, we do not anticipate more than two classrooms per grade level.

Another growth and retention consideration is student activities and sports. Much of a child's education happens outside the classroom. It occurs through things like sport teams, clubs, art/music lessons, dance, and theater. To that end, we will build our offerings of quality athletics and extracurriculars as quickly as we are able.

What we offer first will depend, in part, on student interest and the availability of coaches, sponsors, and volunteers. Clubs may include, but are not limited to: Musical Theater, Gardening, Photography, Chess, Robotics, Web Design, and Coding. Many offerings, such as dance and theater, tend to come from outside sources, such as local drama clubs, and not necessarily the various school districts. It is our intention to partner with these organizations to both promote and offer opportunities for our students to grow outside of the classroom.

A similar situation arises with sports programs. Since competitive school sports programs tend to involve children at higher grade levels, we should not have to provide actual team membership offerings until we have entered the high school realm where Section rules apply. The Auburn and surrounding areas are filled with numerous sporting club opportunities. However, as both a means of promotion and enrollment, as well as offering options to our younger students, specific sponsorships of local club teams, such as hockey, soccer, or little league baseball teams will be pursued, and those organizations' offerings will be presented to our student body and their parents.

In addition, we believe in the importance of fitness and physical education. This belief is reflected in our commitment to frequent recesses and physical education throughout the early grades. It is also reflected in our commitment to building an athletics program that gives students opportunities to grow in fitness and virtue. The spirit and culture of FLCACS should exhibit its foundational virtues of prudence, justice, fortitude, and temperance. Both in the classroom and on the playing field, we believe that nurturing and practicing virtuous behavior is crucial for individual growth and a quality school.

b. Target Population Enrollment

Explain how the 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 on our website;*
- *Describe the recruitment strategies the school will employ to attract each target population to the school;*
- *Describe any at-risk admissions factors, set-asides, or "preferences" the school would offer to increase the likelihood of enrolling targeted students;*
- *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; and,*
- *Any replicator that is not currently meeting targets at any of its schools must provide an explanation as to why it is not meeting the targets, efforts made to meet the targets, and what new strategies the applicant intends to employ to meet the targets.*

NOTE: 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

FLCACS will be within enrollment targets and retention of students with disabilities, English language learners, and students who are eligible applicants for the Free and Reduced Price Lunch (FRPL) by utilizing unique recruitment and retention strategies that have been built into our marketing plan. As described below, FLCACS has and will continue to reach out to all cross-sections of the Auburn community and the outlying districts.

Based on the SUNY Charter Institutes retention calculator, FLCACS will be within target variances for the area. As shown in the Enrollment Table below, our numbers match those of the calculator. These numbers were generated based on a cross-section of all thirteen districts we plan to serve. The Economically Disadvantaged students and the FRPL student population will probably be higher and may actually exceed the ERT Calculations, however, FLCACS kept an extremely conservative number for budgeting purposes and as such has a running 10% variance.

The same holds true for students with disabilities, where our conservative estimate of 10% of the student population runs below the 14% students with disabilities makeup of the districts we are servicing. As we build a reputation, we believe this number will increase with the confidence level of parents in this particular classification.

Based on the cross-section data, the ERT Calculator does not come up with any ELL students, as the general student population in these districts comprises only 1.6% under the ELL classification. Our estimates are small, and reality will probably place those numbers much higher, due to the migrant population we have and will continue to target, but they will exceed the general population for our service area.

Enrollment	Percent	K-4	K-5	K-6	K-7	K-8
Total years 1-5	100%	78	104	126	150	172
FRPL Students	40%	32+	42+	50+	60+	69+
Discrepancy w/ ERT Calc		-11.1%	-10.6%	-10.7%	-10.4%	-8%
Students w/disabilities	10%	7+	10+	13+	15+	17+
Discrepancy w/ ERT Calc		-12.5%	-28.5%	-29.4%	-21%	-19%
ENL Students	1%	2+	2+	2+	3+	3+
Discrepancy w/ ERT Calc	N/A					

Recruitment Strategies:

As stated earlier in Request 04abc - “Community Outreach, Support, and Demand” along with the rest of Request 04 (d,e, and f) detailing the evidence, we have emphasized bringing the concept of Classical education to the masses, eliminating the ticket price that prohibits many in the community from taking advantage of this curriculum which is only available (in a limited capacity) through tuition-based private schools.

Our emphasis has been and will continue to be, displaying the effectiveness of classical education on not only the general population, but also specifically on the three stated groups, students with disabilities, English language learners, and economically disadvantaged students.

As we continue reaching out to the community, we will highlight the impacts that our Academy can provide to these groups as follows:

a) Students with disabilities will be served by highly skilled special education teacher(s) knowledgeable of special education law and trained in the Access Literacy program. Administrators, special education teachers, therapists, and families will be invited to a forum(s) to learn more about the effectiveness of the classical curriculum with students with special needs. Our advertisement for these informational meetings has included the Gavvas Center in Auburn, whose mission includes providing support for children with special needs and their families through an array of quality programs and services.

b) English language learners will be sought out with flyers and communication with local farms and their migrant workers by FLCACS physically going to their farms, churches, and communities. Spanish language and culture will be part of informal and formal instruction. The embrace of Latin into our curriculum will make the transition from Spanish to English and back that much easier as these students progress through the grade levels.

c) Economically disadvantaged students and students eligible for the FRPL will be recruited with flyers and information nights at community centers and churches, low-income housing projects, social work programs, and food pantries. Since such a large majority of our overall population is considered “economically disadvantaged” (54% in the main four districts we will be serving), providing a tuition-free option for quality education will continue to be the draw that it already has been. Pointing out the fact that charter schools are not only FREE to families, but will include the free and reduced lunch program, will reduce any anxiety over missing out on some basic needs that the public schools currently provide.

Risk Admission Factors:

Due to our recruitment strategies in the targeted at-risk school districts and while maintaining our compliance with the rules of New York State charter school admissions policy (specifically giving preference to returning students, district students, and siblings of enrolled students) enrollment will encompass much of the at-risk students. ELL students and economically disadvantaged students (of which FRPL students are a subset) will likely come from the same area and possibly from the same family. As such, this will increase the likelihood of enrolling targeted students. The random process lottery will only be applied once the grade-level seats are filled.

Retention Strategies:

Student Retention will be addressed with open communication with families, fidelity to our rigorous curriculum, and a strong school culture that celebrates student success. The targeted population and their needs will naturally require attention. FLCACS will develop a partnership with parents and teachers based on honesty, respect, and compassion. Regular communication and events will include open houses, conferences, celebrations, and performances. Individual student needs will be supported through a multidisciplinary team approach that includes the family. Retention in each specific targeted area breaks out as follows:

a) Students with Disabilities: To retain special education students, FLCACS will hire highly

skilled special education teachers to ensure instruction is provided in accordance with NYS law and fidelity to the students' IEPs. The Special Education Teacher/Coordinator will work closely with classroom teachers to assess and monitor student growth. As a team, they will have regular and consistent communication with parents concerning their student's progress, discuss and address their concerns, and discuss potential IEP modifications needed to stimulate continued student growth when necessary.

b) English Language Learners: When the population deems needed, FLACS will hire an ENL bilingual teacher who will work in collaboration with classroom teachers to help ELL students learn English and in turn, teach non-Spanish speaking students to learn Spanish. All language teachers will be trained in the Riggs literacy program. Communications with families will be offered in their home language, but families will be encouraged to incorporate both languages at home when possible to help reinforce the lessons learned at the Academy. Depending on time and educational value, specific cultural events may be acknowledged, taught, and celebrated within the school setting.

c) Economically disadvantaged students and students eligible for the FRPL: FLCACS will provide regular and respectful communication to address student and family needs and their effects on the student's academic progress. Any achievement gaps not being addressed by the rigor of the curriculum will be discussed and resolutions will be put into place. Resolutions will be continually monitored as to their effectiveness. Building relationships based on trust and a sense of belonging will take priority with these families. This relationship will begin with a face-to-face introduction, followed by regular communication via phone, email, conferences, and school events. Mental health referrals can be made if the student, parents, teachers, or administrators vocalize concern. The School Leader will be apprised of any referrals made.

c. Student Enrollment Table

Complete the student enrollment table provided in the budget template and include a copy of it with this request. The proposed enrollment should be entered in exact absolute numbers (e.g. 135) and not as a range (e.g. 130-140).

		2024 - 2025	2025 - 2026	2026 - 2027	2027 - 2028	2028 - 2029
		K-4	K-5	K-6	K-7	K-8
Primary	Auburn	22	32	40	48	56
Secondary	Port Byron	16	18	22	28	34
Other Dist 3	Clyde-Savannah	8	10	12	14	16
Other Dist 4	Jordan-Elbridge	5	8	10	12	14
Other Dist 5	Seneca Falls	5	6	8	10	10
Other Dist 6	Cato-Meridian	4	6	8	10	10
Other Dist 7	Weedsport	4	6	8	8	8
Other Dist 8	Southern Cayuga	3	4	4	5	6
Other Dist 9	Union Springs	3	4	4	5	6
Other Dist 10	Moravia	3	4	4	4	5
Other Dist 11	Skaneateles	2	3	3	3	3
Other Dist 12	Marcellus	2	2	2	2	2
Other Dist 13	West Genesee	1	1	1	1	2
Total		78	104	126	150	172

R-05d Admissions Policy

d. 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 the location of the proposed school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act. The admissions policy should also indicate in which grades the school would admit students, whether it would fill seats vacated by enrolled students (i.e. “backfill”), and if applicable, the date after which the school would no longer accept students.

Enrollment will be executed without regard to race, creed, color, sex, national origin, religion, sexual orientation, ancestry, disability, or need for special education services, in compliance with federal, state, and local laws. Admission shall not be limited on the basis of a student’s intellectual ability, measures of achievement or aptitude, athletic ability, or disability. Any student eligible for admission to a public school under the laws of New York State is eligible for admission to FLCACS.

Interested families will be required to submit a FLCACS Enrollment Application. The application will be made available on January 1st, and the submission deadline will be March 31st. For current students, letters of intent to return for the following year will also be distributed. To account for nondiscriminatory application availability, applications will be available for pick-up at the school, on the school’s website, and any additional venue opportunities.

Families are encouraged to visit the school, talk to instructional, administrative, and other staff, visit classrooms, and meet currently enrolled students when making the decision to enroll their children. Every effort will be made to assist families with language or other barriers in completing the application including providing a Spanish version for ENL families. There will be no fee for making an application nor will there be any tuition charged for attending the school beyond fees permitted to be charged by public schools. FLCACS will not impose any arbitrary requirements for the application beyond the completion of the FLCACS application. Practices such as requiring parents or guardians to attend an open house, submit to an interview, or tour of the school will not be a condition for accepting an application. FLCACS welcomes all students, including those with disabilities, ELL learners,⁴ and students eligible for FRLP, to enroll in the charter school.

Enrollment Eligibility

Only applicants living in New York State may apply for, enroll in, or attend the school, and all New York State residents are so entitled.

Compliance with Applicable Laws: As a public school, FLCACS will be open to children who are eligible under the laws of New York State for admission to a public school. The school will follow all applicable State and Federal laws in admitting students. Enrollment will take place without regard to race, creed, color, sex, national origin, religion, sexual orientation, ancestry, disability, or need for special education services, in compliance with federal, state, and local laws.

A child will be eligible for initial admission to the school for kindergarten if the child reaches the age of five years old on or before December 1st. All students admitted as provided above will be required to submit completed application forms and information by the date specified in the notice of admission.

In the event that interest in a grade is beyond capacity, a student will be placed on a wait list. Wait-listed students will complete application forms upon selection for admission. An admitted student will be subject to the forfeiture of his or her right to enroll or remain on the waiting list if the enrollment form is incomplete. A student who withdraws or is removed from admission or enrollment will not be entitled to reinstatement of a prior situation, but withdrawal or removal will not affect such student's right to re-apply for a later school year, subject to the school's admissions policy and the procedures thereunder, or to be placed on the waitlist in the same manner as a late application.

The intentional provision of untruthful information at application, admission, or enrollment will entitle the school to permanently exclude the child from the school, even if the student was admitted, enrolled, or permitted to attend. Wait lists will not be carried over from year to year.

The school will give preferences to the following pupils, in the following order of priority:

Founder Preference: Those children whose parents/guardians were active in the planning process by serving on the founding interim governing board, an advisor to the founding interim governing board, or other criteria established by the Governing Board beneficial to the successful founding of the school, will receive priority for admission if their applications are received by the application deadline. Said families must have been designated a “founding family” by FLCACS and will not exceed 15% of the grade capacity. These families will taper off throughout the existence of the school as their children graduate. Founding Family status will no longer be given after the opening day of the school.

Priority 1: Returning Students: After the founding year, first priority will be given to pupils returning to FLCACS. In order to confirm the intent to maintain enrollment, the school will send an Intent-to-Return letter home to parents of all current students before the lottery every school year. The letter requests written confirmation that the child will return the following school year and indicates that the signed form must be returned in order for the school to hold a seat for the student. After these reasonable efforts to contact the family to confirm enrollment, the school may elect to not enroll students who have not confirmed.

Priority 2: Sibling/Household Preference: It is the intent of FLCACS to support whole families and create a cohesive and inclusive school community. Siblings of enrolled students will receive priority for admission if their applications are received by the designated deadline. Families may also apply for household priority. Household priority is given when a child, who is not a sibling, lives with a currently enrolled or admitted family. In this situation, custody papers or other legal documentation must be provided to claim priority. Siblings of multiples, such as twins or triplets, will be grouped together within their respective priority categories. The drawing of the name of an applicant will be deemed the drawing of the name of the applicant's siblings participating in the lottery for the same grade or a lower grade, as long as there are places available in the siblings' respective desired grades when the applicant's name is drawn or will entitle the siblings to the next places on the waitlist for the desired grade. However, FLCACS will have the right, but not the obligation, to add places in a grade on a nondiscriminatory basis in compliance with applicable laws for a sibling under these circumstances, even if the grade is otherwise closed. Filling classroom vacancies that remain or occur beyond March 1 of a given year will be addressed by the School Leader in conjunction with the Board of Trustees on a student-by-student basis, but are generally discouraged.

Priority 3: Staff Preference: Children of staff members who work 20 or more hours per week will receive priority for admission. The total number of students enrolled under the priority Founder/Staff policy will not exceed 15% of the school's population. If there are fewer spots than the number of priority applicants, then a separate lottery is held for these applicants with priority status. Any student falling under the Founder/Staff policy who is not eligible for priority due to exceeding the 15% threshold, will be designated to the next highest applicable priority level.

Priority 4: All pupils who live within the Auburn City School District will be given a priority 4 level.

General Lottery: The content-rich curriculum, instructional style, and culture at FLCACS contribute to creating a learning environment where children with various needs and backgrounds can thrive.

To attract and serve families not otherwise served with quality education options, FLCACS will offer a weighted lottery, where pupils identified as students with disabilities, English language learners, and/or qualify for Free and/or Reduced Lunch Program (FRLP) eligible children are given a weight of one within the general lottery. This is intended to increase the chances for these children to obtain an offer through the lottery. In accordance with The New York Charter Schools Act of 1998 (as amended, the "Act") and regulations of the New York State Education Department ("NYSED"), 8 NYCRR § 119.5, only one weight can be offered per student even if that student qualifies under two categories.

Once priority seats have been filled, the general lottery will be held. Seats will be assigned randomly. At the conclusion of the lottery for each grade level, applicants will be placed on a waitlist for each grade. The random selection lottery will be open to the public. The school will notify all applicants of the time and place, which will generally be between April 1st and April 15th, subject to circumstances beyond the reasonable control of the school. Names will be drawn until all available classroom positions have been filled. Any remaining names will be drawn to establish waiting lists to be used to fill openings during the school year for which the student applied. After all eligible names have been drawn, the school will add the names of applicants who submitted applications after the 5:00 PM deadline on March 31st. All post-deadline applicants will be added in the order in which they are received. As spaces become available, FLCACS will make enrollment offers in the order of placement on the waiting list.

Lotteries for all grades for an academic year are expected to be conducted on the same day and will be publicized in a manner consistent with the requirements of Section 104 of

the Public Officers Law and will be open to the public. Lotteries are expected to be conducted from highest grade to lowest grade for each year. Families of students admitted or waitlisted as provided above will be notified in writing. Openings for places in a grade after the admission and enrollment processes are complete will be backfilled based on the waitlist order.

Applications will clearly state the enrollment deadline. It is the policy of FLCACS to encourage and support the development and strength of its student and family community as far in advance of the new student enrollment deadline as practically possible. The application deadline will be March 31st for the following school year.

R-06af-Curriculum and Instructional Design

NOTE: The responses to Requests 6(a-f) together may not exceed a total of 50 pages in length. This does NOT include Request 6(g) - Draft Accountability Plan. The Institute encourages applicants to use Requests 6(a-f) to develop a narrative explaining in detail the proposed school's academic program and use Request 23 – Supplemental Information to provide any supporting curricular artifacts (e.g., planning templates, pacing calendars, evaluation rubrics, etc.).

a. Curriculum Selection Process

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

CURRICULUM SELECTIONS

Finger Lakes Classical Academy Charter School (FLCACS) will provide students with a full and complete education that challenges them to excel in learning and character. This classical education program will succeed through the academy's high standards and curriculum. The goal is to graduate students who are highly literate, prepared to continue academic achievement, and ready to become responsible members of their community.

One of the primary jobs of an elementary teacher is to teach a wide variety of students to be great readers, writers, and thinkers. With those skills, students can tackle any academic challenge. English is a beautiful yet complicated language. Therefore, learning how to teach it clearly, completely, and efficiently is a critical skill for teachers. Access Literacy was built to improve literacy through writing curriculum, training and coaching teachers, and supporting school administrators.

English Language Arts

These excerpts (<https://www.accessliteracy.com/leaders>) are intended to help you understand the key elements of Literacy Essentials and how the elements of the program differ from most other reading/literacy programs. *Access Literacy's Literacy Essentials: The Journey From Spelling to Reading®* teaches children to read by presenting a thorough, explicit, multisensory explanation of the sound-symbol relationship for the spelling patterns of English (phonetics), as well as the rules and consistencies governing their use in English words (orthography).

"Students who begin the program in kindergarten are taught to spell a word to learn how to read it. Research reveals that children who can spell a word can always read it, but the reverse is not true. Many of us adult users of English may be skilled in reading and horrible in spelling. Therefore, this method begins with teaching children the information they need to spell, explicitly teaching a specific set of new words four days each week. These words are then practiced to achieve automaticity for spelling and, ultimately automaticity for reading. From my 25+ years of teaching I am convinced that children perish educationally for lack of information, not because the information is too difficult. This is especially true in spelling and reading. Curriculums used in most schools today do not give children the complete body of information they need to successfully navigate the complexities of the phonetics and orthography (spelling system) of English. Many children come to school with thousands of words they can understand and use when speaking and listening. What they desire is the ability to as quickly as possible read and write with that set of words. When we give children the information they need to be able to do that, the result is excited, engaged readers who willingly write about the interesting things they are learning. Once the young children have a set of words they can spell accurately, they begin simple sentence writing. In Kindergarten, their early sentence writing is their first reading."

"During the K-2 years, students are taught basic grammar which supports sentence writing that is used to support reading comprehension. Students are writing sentences daily for the purpose of supporting reading. If students have the knowledge and tools to be able to decode the words in a text, the next barrier to comprehension is often sentence structure. Sentences in texts become longer and more complex as reading levels increase and some students do not have the tools to navigate the sentence. Writing sentences allows students to slow their thinking and create mental space to better understand how the order of words and phrases develop meaning. The goal in K-2 is to have students writing sentences with a level of complexity that will lead them easily into the texts at their reading level. *Literacy Essentials: The Journey From Spelling to Reading®* differs from other phonics-based programs

in several ways. The primary difference is the order in which literacy skills are taught. Typically, reading programs start by teaching "sight words." Children are given a list of words that they see repeatedly and are asked to just commit to "visual memory." This is much like learning hundreds of phone numbers. In contrast, this approach uses the basic information about English phonetics and orthography to help children code and analyze the spelling and decoding of more than 2000 words between Kindergarten and 3rd grade. As the title of the program indicates, the order of teaching is from spelling to reading. The children first learn to write and say the sounds of the 72 common English spelling patterns in isolation, so they can then combine them to spell words. With the words they are learning to spell, they will be able to write sentences. These sentences become their first reading. This process wires children's brains to think deeply and analyze how words work individually, in combination to form thoughts and ideas, and creatively to express ideas in a rich, clear manner. Words are powerful and to wield them well allows individuals an appropriate way to influence the world around them."

"So, the order of teaching literacy skills is a primary difference, but in tandem with the reordering of skills is the scope and pace of "what" is taught. For example, all 72 common English spelling patterns (phonograms) and the basic rules of orthography are introduced by the end of the first semester of 1st grade. From that point forward (through 3rd grade), the information introduced is practiced with more than 2,000 words, until it is internalized and can be used by older students to independently learn new vocabulary. Other programs stretch the teaching of a much smaller set of spelling patterns (maybe half the number) over grades K-5 with little or no explanation of rules governing how they are used. Thus, other programs must resort to using visually memorized "sight words" to begin reading and most often memorize spelling words by calling out letter names for spelling. Both sight words and calling out letter names for spelling teach children wrong information about how the English code works. Literacy Essentials reorders the teaching of literacy skills, increases the breadth of information provided to children, and paces the teaching of those skills to make them available to children early in Kindergarten and first grade."

"The final significant difference with the Literacy Essentials program is how the information is taught. Each lesson is multisensory. Under the overarching umbrella of multisensory, the lessons use direct instruction, with interactive analysis and graphic organization to teach and practice skills. The skills and information are taught using a multisensory approach so that the different areas of the brain that are used in writing and reading are wiring code information simultaneously. As the students are learning the spelling patterns and vocabulary, they "see it, hear it, say it and write it." Each time they learn or practice new vocabulary they will simultaneously engage different neurological areas of the brain and wire them together. Another aspect of the curriculum is directly instructing through an interactive analysis that leads the children through the thought processes necessary to understand how each word works. As the students engage in this analysis over the course of more than 2,000 words, their brains develop cognitive categories for analysis that eventually result in student independence in learning new vocabulary."

Finally, coming alongside the "write it" piece of multisensory, students are provided a notebook, My Orthography Notebook, which is structured to help them graphically organize the complicated information they are learning about the English code. As students complete the graphic organizers each year with a new set of words (1st – 3rd), the pages provide practice and serve as a reference when questions arise with new vocabulary.

Access Literacy will cover phonemic awareness, spelling, handwriting, not literature (school's choice). Examples of Literature used for reading comprehension are as follows:

- K—** Nursery Rhymes Aesop's Fables Fairy Tales Tall Tales, Beatrix Potter, Winnie the Pooh
- 1—** Fairy Tales, Pinocchio, The House at Pooh Corner, Aesop's Fables, The Tale of Peter Rabbit, The Tale of Br'er Rabbit
- 2—** Greek Mythology, Asian Folktales, Classic Folktales, A Christmas Carol, Native American Tales, Tall Tales, Little House in the Big Woods, Charlotte's Web, Peter Pan
- 3—** Short Stories, Greek, Roman, & Norse Mythology, Fantastic Mr. Fox, The Courage of Sarah Noble, Farmer Boy, Stuart Little
- 4—** Robin Hood, The Magician's Nephew, The Lion, the Witch, & the Wardrobe, Johnny Tremain, Anne of Green Gables
- 5—** The Wind in the Willows, The Secret Garden, Comedy of Errors, The Adventures of Tom Sawyer, Narrative of the Life of Frederick Douglas

6— The Children's Homer, The Giver, A Midsummer Night's Dream, The Scarlet Pimpernel, The Prince & the Pauper

7— Alice's Adventures in Wonderland, Adventures of Sherlock Holmes, The Wind in the Willows, Across Five Aprils, The Wizard of Oz

Handwriting

Printed lettering will be taught in kindergarten, and then will turn quickly to beginning cursive in the 1st grade. Cursive improves the continuity and fluidity of thought in written communication, improves neural connections in the brain, graphically illustrates the development of fine motor skills, and can be particularly effective for students with dyslexia or dysgraphia.¹

Composition

Beginning in the 3rd grade, students will study Composition, with an emphasis on paragraphs. In 4th grade, students will learn to connect up to three paragraphs into a larger piece of writing.

Literature

Literature will be a cornerstone of FLCACS. The literature itself will be a form of curriculum. Literature alone can make an enormous difference in the future of a child. Rich literature furnishes the mind and children should be exposed to quality books as early as possible. Quality literature lends to great discussion of the stories such as; ask and answer questions, retell, identify details and demonstrate understanding of their central message or lesson (1st grade- 2011 ELA standard 1R1). Literature at FLCACS has been chosen with great care from past and modern authors of quality. Based on the scientific research found in *The Enchanted Hour* by Meghan Cox Gurdon, it will be read aloud throughout the elementary grades and will be read by students as they progress in literacy.

Because great literature can be above a child's ability to read, it can be read aloud or listened to on audiobooks. Many of the great classical children's pieces are also found with online read-alouds as a tool for possible virtual learning. This practice need not end when the child can read on their own. Listening to books gives children with learning disabilities, such as dyslexia, a break from the struggle to read. It can give children who are new to English a chance to listen while holding a physical copy to follow along. It will give all children a rich vocabulary, improved structure in their writing and a strong imagination.

Selections from the Literature to be taught at FLCACS, later grades will continue in a similar pattern.

Grammar and Composition

Well-Ordered Language: The Curious Student's Guide to Grammar from Classical Academic Press will be used starting in the 3rd grade. Grammar is necessary for a clear understanding of the English language and the ability to study foreign languages. It gives students a clear and comprehensive analysis of the English language, making the writing process smoother. It will be introduced in the 3rd grade so that reading with phonics will already have been established. Classical Academic Press strives to awaken curiosity as well as challenge the eager learner.

Several of the following sections draw from the Core Knowledge Foundation. Studies on Core Knowledge and its effect on standardized test scores and long-term well-being are found here: <https://www.coreknowledge.org/wp-content/uploads/2016/12/How-Do-We-Know-This-Works1.pdfthis-Works1.pdf>

Original Sources: The classical approach is best practiced using original sources and robust Socratic seminars in the upper grades. We want our students to join the ongoing conversation taking place across time. To do this, students need to study the original sources of history and literature.

Examples of primary source documents include:

- Plato's Republic – Ancient Greece

¹ <http://www.newamericancursive.com>

- The Declaration of Independence – U.S. History
- Private letters between John and Abigail Adams – the workings of the American family
- Diary of Anne Frank – experiences of Jews in World War II

History and Geography

Core Knowledge focuses on cultural literacy. History will seek to prepare students for the responsibilities of citizenship in a free society by introducing students to the accumulated wisdom and experience of our intellectual and social traditions. Our culture's roots are predominantly Western. And so, while we study non-Western cultures as well, particular emphasis will be put on our own country. By the time students reach middle school, they will have studied virtually every major civilization, ancient and modern, Western and non-Western. Meanwhile, they will have engaged in the importance of geography within the historical context and an examination of American history, literature, philosophy, and politics.

World history will be taught chronologically and sequentially, telling the story of time. Through the history of our country, students will learn the basic facts that led to the creation of the American republic and our continuous efforts to maintain liberty and justice for all, along with the first principles of our constitutional order. Geography is taught across all history lessons as a guide to the resources that have provided for the survival, progress, and accomplishments of mankind. Civic education, teaching concerning the political order and the individual's rights and responsibilities begins in Kindergarten. Core Knowledge Foundation will be used for the curriculum. This is a comprehensive program in World and American history and geography, integrating topics in civics and the arts. Core Knowledge History and Geography help students build knowledge of the diverse civilizations, cultures, and concepts specified in the *Core Knowledge Sequence*.

The material is arranged in four rotating themes that will be studied in unit studies with projects, lapbooks and read-alouds: Chronological World History, American History, Geography, and Civics.

Mathematics

The world displays order, patterns, and relationships. To provide a foundation in numeric literacy, FLCACS has chosen Singapore Math. Singapore has consistently set itself apart in math education for many years. The tiny island city-state leads the entire world in math achievement. Singapore Math has been adapted to the needs of American schoolchildren and made readily available to our populace. It is detailed in instruction, questions, problem solving, and visual and hands-on aids such as blocks, cards, and bar charts and ensures mastery.

Singapore Math will help students meet and surpass NYS standards for math education. The success of this program will exceed The New York State Next Generation Mathematics Learning standards in less time and with more student curiosity and engagement. It will exceed what is being accomplished by Common Core math in the surrounding districts. Common Core appears to have made a feeble attempt to replicate the success of Singapore, but failed to accomplish the results. FLCACS will go to the source and use the tried and found-to-be-worthy curriculum of Singapore.² This program is challenging and effective for learners from a variety of backgrounds.³

Singapore Math will be the primary curriculum used at FLCACS. The standard sequence for Singapore Math Dimensions is listed below. This is the ideal pace, but it will be adjusted for each student based on placement tests given before instruction begins. A daily math block will be scheduled for the purpose of content mastery grouping students in K-4 (eventually through middle school) grades, to address the needs of both mathematically-competent students as well as struggling learners.

Students will be grouped according to ability since math education is ineffective if the foundation has not been properly laid. Our students will be drawn from many backgrounds (private, public, and home schools). It is unlikely that many will be familiar with this exact curriculum. Each child will begin where they need to regardless of actual grade placement. This curriculum has been shown to be very effective in raising standardized test scores across the board and the students should show improvements on those tests. There are many more activities and resources provided in the teacher's manual than could ever be used in a single lesson, so the extra activities can be used by assistants or parent volunteers to

² <https://factsmaps.com/pisa-2018-worldwide-ranking-average-score-of-mathematics-science-reading/>

³ <https://nces.ed.gov/timss/results19/index.asp#/math/intlcompare>

help students who are struggling. These activities are intentionally multi-sensory so that students from various learning styles can all find a path to success.

Singapore Math will satisfy state standards, for example: Singapore Dimensions Math- Grade 3 Contents: Numbers to 10,000, Addition and Subtraction, Multiplication and Division, Multiplication, Division, Graphs, and Tables, aligning with NYSED standards 3.OA.1-7.

The daily process steps: (<https://kateshomeschoolmath.com/dimensions-math-review/>)

1. **Think:** During this phase of the lesson, students work through a real-life problem with hands-on materials. This problem introduces the type of thinking that the students will do throughout the lesson.
2. **Learn:** In this stage, the teacher explains the new concept, either with manipulatives or by referring to pictures in the book.
3. **Do:** Next, the students complete exercises from the textbook to practice the new concept. They will usually need active guidance during this part of the lesson.
4. **Activities:** The Teacher's Guide provides several optional activities the teacher can use to further reinforce the lesson.
5. **Workbook:** Finally, the students practice the new concept independently in the workbook.

Science

Science at FLCACS will be based on Core Knowledge and the importance of building a sequential, coherent, and cumulative knowledge base. Our teachers will emphasize developing the literacy and vocabulary to successfully navigate increasingly complex scientific texts.

Science will be taught in unit studies. One to three topics will be covered each month. Hands-on projects, stories, lapbooks, etc. will be used to enhance learning of each topic. The curriculum provides students with factual knowledge of the sciences. Additionally, this program has been informed by many positive aspects of the Next Generation Science Standards (NGSS). Next Generation Science identifies three dimensions to convey their core ideas. Crosscutting concepts unify the study of science through their common application across science and engineering.

CK Science exposes students at an early age to the vocabulary and factual knowledge needed for conceptual understanding later. CKLA lays a foundation of knowledge and literacy about a topic so that students are later able to use and grasp scientific practices and crosscutting concepts. It covers many of the same topics as CK Science such as light, sound, habitats, and astronomy, specifically for the purpose of building background knowledge and literacy with informational texts. CK Science purposely builds background knowledge and literacy with informational texts in the core ideas of the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science.

Students benefit from both reading about concepts and ideas, and from hands-on experiences, supporting a student's learning progression toward an ever more complex understanding of science and allowing students to build and deepen their knowledge grade by grade and making cross-curricular connections across subjects. "Crosscutting Concepts help students explore connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design."⁴

Spanish/Latin

The Finger Lakes region is home to many Spanish-speaking people who migrated to the area (many from Guatemala) to work on local farms. While many of these students reside outside the Auburn District, they are quite close by in the neighboring Southern Cayuga District. FLCACS will strive to offer an excellent education to this population, which has been underserved by local public schools.

Aequora is a program from the Paideia Institute in NYC that blends Latin, Spanish, and English together into an instructional program that helps students from Spanish-speaking backgrounds learn English and Latin, and helps English-speaking children learn Spanish and Latin. First devised and implemented in the early 1980s, the Paideia Program is grounded in a desire to provide the same rigorous quality of education to all students regardless of background or perceived ability. As noted in this

⁴ <https://www.nextgenscience.org/>

2021 scholarly essay, numerous reviews demonstrate Paideia's potential to improve educational outcomes and thus help to equalize educational opportunity across demographic lines.

<https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1650&context=jerap>

The languages are deeply connected, as Latin is the parent language of Spanish and approximately half of our English vocabulary is derived from it. Students will come together, beginning in the third grade, to help one another build a bridge between languages and cultures. An additional benefit is the finding that the student of ancient texts, particularly those of Greek mythology can have a positive social and emotional impact on children, particularly those from a traumatic background. In *The Theater of War*, Brian Doerries shows a strong correlation between the use of the performances of Ancient Greek tragedies and the improvement of PTSD in soldiers. While this particular study did not directly address children and mythology, it parallels the thinking. The population we seek to serve comes from a combination of disadvantages that would raise the likelihood for trauma, such as poverty, isolation and transplantation into a foreign culture.

Spanish and Latin are also worthy pursuits in their own right. Roughly two-thirds of the English language derives from Latin. Spanish is very useful for communicating with the ever-growing Spanish speaking population in the United States. Many jobs look for proficiency in a second language and Spanish is one of the most useful. Latin builds solid logic, thinking, and reasoning skills, as well as expanding and clarifying English vocabulary and supporting English grammar. Latin is still used today in the practice of law, medicine, and the sciences. It is also the key to unlocking the Romance languages (Spanish, Italian, Portuguese, and French are the best-known of the list). Translating Latin demands careful and logical thought. The memory, discipline, and focus required by the study of Latin provide the sort of mental conditioning that makes students more capable in every other course of study they undertake. Students who study Latin consistently score higher on the SAT and outperform their peers in other fields of study.

One of the innovative qualities of FLCACS is the study of Latin, which will begin informally in the elementary grades. Students will learn Latin roots, which improves reading comprehension and vocabulary. As stated above, students will study history mainly through primary source documents to promote analytical skills and essential insight into their culture and heritage.

Another unique aspect is the instruction in character education and the classical virtues. These will be integrated throughout the curriculum and in all grade levels. High academic achievement, personal discipline, ethics, and personal responsibility will consistently be reinforced through the study of subjects in the classical tradition. Classical education upholds a standard of excellence and has proven itself over the course of time. We believe high standards and a research-based curriculum will provide students with a rigorous and well-rounded education that will challenge them to excel not only in learning but in character development. Students will graduate as highly literate and responsible citizens who are well prepared to uphold America's founding principles.

Fine Arts

Studying music and the visual arts will instill a love of beauty and equip students with important core knowledge about their culture. In keeping with classical education, FLCACS will teach music and art largely through the study of works and techniques of the great masters, such as Bach, Mozart, Beethoven, and Raphael, Michelangelo, and Monet. Beginning in Kindergarten, students will take up a study of the fine arts, following a defined curriculum that spans not only performance, but also the history and theory of art and music. Students will develop a discriminating ear and eye as they analyze masterworks from every era. This experience will be made richer by cross-curricular connections. Many of the topics covered in music and art connect to what students will be reading in literature or history.

In music, students will be exposed to a wide array of music from jazz to orchestral music as well as vocal music that includes songs from the Baroque, Classical, and Romantic periods. They will learn about composers and their music, the elements of music, and vocal ranges. Music students will participate in activities on musical instruments, singing, learning to read music, learning about the orchestra, etc.

Art instruction will occur once each week. It will have two major themes: the creation of art by the students including a variety of elements such as drawing, sculpture, portraits, still life, landscapes, photography, architecture, expression, and abstraction; and the study of great artists of the past, Greek and Roman Art, Medieval Art, the Renaissance, Impressionism, Post Impressionism, Asian Art, African Art, and American.

Physical Education

PE will have a three-tiered focus: safety, skills, and participation. Students will be introduced to skills in a developmentally progressive manner, using tools such as ball handling, hops, jump ropes, scarves, and scooters. Students will learn basic physical movements such as a squat, push up, and lunge. Students will also have the opportunity to engage in cultural dancing and movement connected to areas of learning in the classroom. PE will be taught outdoors as much as possible, weather permitting. Depending on the school location, the use of community resources may be possible-trails, fitness facilities, etc.

1- Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population, including proper citations.

Research-Based Evidence of Effectiveness

Classical education has been proven effective in multiple studies and several schools have been able to successfully implement this format in NYS. The Bronx Classical Charter Schools are a 4-time National Blue Ribbon award winner and ranked the #1 highest performing charter network in NY on the 2022-23 state tests.

The Core Knowledge Language Arts™ (CKLA) program was piloted in 10 public schools in New York City and an additional 7 schools throughout the country, including rural and suburban schools. These diverse schools comprised 172 classrooms, 200 teachers and 4,466 students. Across these schools, the percentage of students receiving free and reduced lunch ranged from 30 to 99%, and the percentage of students for whom English is a second language ranged from 15 to 60%.

Pilot teachers participated in extensive professional development prior to implementing the program. This training ensured that teachers had a clear understanding of the synthetic phonics at the heart of CKLA's Skills strand. The training also provided teachers with techniques for building students' background knowledge and vocabulary during read-alouds, which are at the heart of the CKLA Listening & Learning strand.

Results from the three-year pilot of CKLA in Kindergarten through second grade in 10 New York City public schools show that students in the schools using CKLA outperformed their peers in 10 comparison schools on measures of reading, science, and social studies.

Addressing the impact of Core Knowledge on 3rd grade reading, writing, English, and math achievement, Dave Grissmer and Thomas White, research professors at the Center for Advanced Study of Teaching and Learning (CASTL) at the University of Virginia, have been conducting IES-funded, longitudinal research regarding the impact of Core Knowledge in Colorado charter schools. Read more about this six-year investigation into student achievement from the researchers themselves:

The Core Knowledge Sequence is the result of a lengthy and rigorous process of research and consensus-building undertaken by the Core Knowledge Foundation, an independent, nonpartisan, nonprofit organization dedicated to excellence and fairness in early education. To achieve a consensus on the topics to be included in the Core Knowledge Sequence, in 1986, the Foundation first analyzed the many reports issued by state departments of education and by professional organizations, such as the National Council of Teachers of Mathematics and the American Association for the Advancement of Science, which recommend general outcomes for elementary and secondary education. We also examined the knowledge and skills specified in the successful educational systems of several other countries, including France, Japan, Sweden, and Germany. In addition, we formed an advisory board on multiculturalism that proposed the inclusion of diverse cultural traditions that American children should all share as part of their school-based common culture. We sent the resulting materials to three independent groups of teachers, scholars, and scientists around the country, asking them to create a master list of the core knowledge children should have learned by the end of Grade 6. About 150 teachers, including college professors, scientists, and administrators, were involved in this initial step. These items were combined into a draft Sequence, and additional groups of teachers and specialists

were asked to agree on a grade-by-grade sequence of the items. That draft sequence was then sent to some one hundred educators and specialists who participated in a national conference that was called to hammer out a working agreement on core knowledge for the first six grades; Kindergarten, grades 7 and 8, and preschool were subsequently added to the Sequence. This important meeting took place in March 1990. The conferees were elementary school teachers, curriculum specialists, scientists, science writers, officers of national organizations, representatives of ethnic groups, district superintendents, and school principals from across the country. A total of twenty-four working groups decided on revisions to the draft Sequence. The resulting provisional Core Knowledge Sequence was fine-tuned during a year of implementation at a pioneering school, Three Oaks Elementary in Lee County, Florida. Also, the Visual Arts and Music sections of the Sequence were further developed based on the research of the Core Knowledge Foundation, with the assistance of advisors and teachers.⁵

FLCACS has also been influenced by the highly successful Barney Charter School Initiative when making initial curriculum choices. The BCSI model has proven to be successful for students from a wide variety of locations, urban (i.e. Atlanta, GA) and rural (i.e. Fruitland, ID), across the United States. The BCSI model takes into account both the tried and true methods of the past (classical education has existed for approximately 2500 years) and the current science of the brain as we understand it today.⁶

Hillsdale College (the organization behind the Barney Charter School Initiative) was an early leader in rigorous, classical, and inclusive education, opening without discrimination due to sex, race, or creed in 1844. Today, Hillsdale College, through the Barney Charter School Initiative, is offering a well-rounded education to elementary students who otherwise may not be able to afford private education, but deserve a solid one nonetheless. “At the primary level, instruction will focus on the explicit teaching of the basic principles and rules of reading, writing, grammar, speaking, and math. A mastery of these principles and rules provides a strong foundation for all subsequent thought, without which the child will struggle in every subject in future years.”⁷

2- Discussion of how the school’s curriculum is aligned to New York State standards.

Alignment to NYS Standards

The literature component of FLCACS curriculum will stem from Core Knowledge Language Arts which is 100% aligned to both the knowledge-building spirit of NYS standards and to each of the individual NYS standards. At the individual standard level, the alignment is explicit: it is present at the domain level and unit level, as well as the lesson level. This explicit alignment is detailed in the teacher materials for the given domain or unit. Alignment to specific state standards is given, line by line, in the curriculum map found at the end of this section.

Core Knowledge Language Arts Pilot Study: In 2012, the CKLA Foundation successfully responded to the New York State Education Department’s request for proposals for innovative curricula aligned with the Common Core English language arts and literacy standards in preschool – second grade. The Foundation was eager to apply, and thrilled to win, in light of New York’s commitment to making the materials available for free download at www.engageny.org. This commitment aligned perfectly with the Foundation’s longstanding efforts to make its materials readily available to all children, teachers, and parents.

3- An explanation of how the curriculum aligns with the school’s educational philosophy and furthers its specific mission, key design elements, and unique themes.

Alignment with Educational Philosophy

⁵ <https://www.coreknowledge.org>

⁶ <http://players.thelegendstour.com/SLIDES/BarneySchoolInitiative.pdf>

⁷ <https://www.ascentcolorado.org>

The underlying academic philosophy is that effective ELA instruction revolves around meeting the needs of the students in ways that heed two essential findings from cognitive science: decoding (and encoding) must become automatic and fluent, and broad background knowledge and vocabulary are essential to comprehension in all content areas.

The curriculum of FLCACS was chosen to reflect the school's mission, including forming an educational environment that will give all students a solid foundation in core subjects, factual information and the ability to process it, critical thinking skills, and a love for learning. It is the belief of the Board of FLCACS that an aspect of long-term justice in a community begins with equal access to a quality elementary education.

FLCACS will use as its foundation the virtues of prudence, justice, fortitude, and temperance. We believe that nurturing and practicing virtuous behavior is a crucial aspect of individual growth and a quality school. A culture of character is closely tied to academic performance and the success of the learning environment. Teaching and coaching in the classical virtues will be integrated throughout the curriculum and in all grades, specifically through student exposure to stories of self-mastery found in classical literature and history. FLCACS will train students in good personal and study habits, such as time management, organization, note-taking, and research. High academic achievement, personal discipline, ethics, and responsibility will consistently be reinforced. Teachers and staff will be expected to model these core virtues in all behaviors inside and outside the classroom.

The underlying philosophy is that effective ELA instruction revolves around meeting the needs of the students in ways that heed two essential findings from cognitive science: decoding (and encoding) must become automatic and fluent, and broad background knowledge and vocabulary are essential to comprehension.

4- 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 sequence documents, pacing guides, etc.), and specifically address who will be responsible for creating or selecting these resources.

Curriculum Implementation: Content is taught to the whole class, but practice differentiated - scoop low and launch high - more practice opportunities in only difference. Centered on the belief that content knowledge is a key component in successful literacy instruction, The Core Knowledge approach emphasizes three main areas:

- The curriculum is specific and sequenced, providing more than general goals and objectives. The Core Knowledge curriculum specifies, in a clear grade-by-grade sequence, what students need to know.
- The curriculum is designed to offer excellence and equity to all students. "Only by specifying the knowledge and skills that all children should share can we guarantee equal access to that knowledge. Educational excellence and equity require that every child in a democracy have access to important shared knowledge and language."⁸
- Success means starting early. An early and strong foundation is key to providing the groundwork for language development and, therefore, future success.⁹

The following pages provide an outline of the K-6 curriculum, with specific examples for each of the major subjects. A significant amount is also drawn from the Core Knowledge Sequence. The Core Knowledge focuses on specific content and building background knowledge, which is especially beneficial for students with learning challenges and ELLs. The Core Knowledge Sequence provides teachers a specific outline of the skills and content to be learned grade by grade, thereby eliminating the possibility of gaps or repetition and also exposing children to shared knowledge needed to be included in a shared literate culture. This does not in any way imply that the Barney Charter School Initiative and the Core Knowledge Foundation endorse this work. The BCSI Scope and Sequence, as well as FLCACS, differs most significantly from the Core Knowledge Sequence in Literacy, Grammar, and Math. Literacy is based

⁸<https://www.coreknowledge.org/>

⁹ <https://fcrr.org/resources/research-comprehension-and-content-rich-literacy-instruction-sonia-cabell>

on the Access Literacy's Writing and Spelling Road to Reading and Thinking. In Grammar and Math, the BCSI Scope and sequence is based, respectively, on the Well-Ordered Language series and curriculum from Singapore Math. For the sake of time and space, only the highlights are included in this document.

Teachers will be provided a curriculum map, broken down by month, and will be expected to meet in teams and individually with the School Leader to match those goals. As the school grows and there are more teachers per grade, the teachers of each grade level will be expected to meet and coordinate plans before each quarter, so that their class schedules are in line with one another.

Starting in the 7th grade, the content areas will be departmentalized, and students will work with separate teachers for each subject area instead of working with the same classroom teacher throughout the day.

5- 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.

Curriculum Development/Oversight

While the Core Knowledge and BCSI model will be helpful with our foundation, it does not mean that FLCACS will not deviate from it should a particular piece of curriculum fail to be satisfactory. Parent and teacher satisfaction and student success will be weighed into the decision to keep or discard a given piece of curriculum.

Board member Martha Rescigno graduated from Hillsdale College with a BA in History, a Spanish minor, and a K-5 teaching certificate. While a student at Hillsdale, she worked as a research assistant in the History Department. She studied E.D. Hirsch (founder of the Core Knowledge Foundation), explicit phonics instruction, problems in education, educational philosophy, and educational psychology. She will be an integral part of the curriculum team. The school's teachers and staff will meet regularly to discuss the efficacy of the curriculum as experienced in the classroom.

If there are concerns about any component of the curriculum, the school leader will reach out to other similar schools. The board of FLCACS has already established relationships with other BCSI schools so that those schools may be used as mentoring resources. Changes to a program would be a serious undertaking and the advice of other classical schools would be weighed in before such changes would be made. Only after consulting with other successful users of a particular curriculum for advice and attempting to follow their lead would changes be made. Changes would only be made between school years, not during. In skill-based subject areas (especially Literacy and Math), this guidance may need to be tailored for specific students.

As a new school, and recognizing that our students may have lost significant skill development during the Covid-19 pandemic, we are aware we will likely have some students working a year or more behind the Scope and Sequence in Math.

Alignment with state standards will be the responsibility of the School Leader and the Special Education / Academic Success Coordinator (SEAC). Assessment criteria, evaluation methodologies, and maintaining New York State standards are addressed in Request 08ad "Specific Populations" and Request 09ad "Instructional Leadership".

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 including as it relates to ascertaining the impact of student learning loss;***
- ***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; and***
- ***Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the information.***

At the end of each year of operation, audits will be performed to evaluate the overall success of FLCACS. Ongoing student assessment is important to reach the goal of graduating confident, capable students with both the intellectual training to prepare students for college and their future careers and the cultivation of moral purpose, and to give them a solid foundation in moral character and virtue that will enable them to flourish and live happy lives.

Academic progress is monitored for all students with regular (three minimum) assessments throughout the school year, in addition to the New York State Testing Program assessments in Math, English, and Science in grades 3 and 5. If a student is identified as needing Tier 2 or 3 interventions, they can receive tailored instruction from the Special Education teacher or teacher assistant provided to them. Tier 2 students will have progress monitoring once every two weeks. Tier 3 students' progress monitoring will be weekly. Progress monitoring provides routine data that display student growth over time to determine if the student is progressing as expected in the curriculum.¹⁰ At any point throughout the school year, a Support Team, consisting of the classroom teacher, Special Education/ Assessment Coordinator (SEAC), and any related service providers, can convene to discuss, identify, and plan for stronger support services and to tailor the student's overall educational program as needed.

Academic Assessment Purpose: FLCACS will define clear and attainable goals to ensure the school remains focused on its mission.

Growth: Students grow academically in reading, writing, and math at a rate that ensures they are at or above grade level by 3rd grade, and stay at or above grade level through 10th grade.

Proficiency: Students meet or exceed state and district standards for mastery in reading, writing, and math. Student Growth Gaps will narrow at a rate meeting or exceeding state and district standards.

Academic Assessment Design: The process of academic audit involves stages of self-reflection, collaboration, teamwork, and peer feedback. Due to our focus on basic skills and any necessary interventions, we anticipate steady growth in standardized test measures. These predictions are based in part on the success of the BCSI schools, which we have used as a model.

Year-end standardized testing: FLCACS will be accountable for student progress in the academic areas of the New York State assessments, the Terra Nova will be used as long as it is available (which was an issue during the pandemic).

Regular testing: During the year, we plan to use Aimsweb, STAR assessments for reading and math and Acadience DIBELS.

Academic Assessment Format: The chosen assessment format will be specific, measurable, attainable, and relevant to the FLCACS mission.

Academic Assessment Rationale: The purpose of assessment is to gather relevant information about student performance and their progress/gaps and make judgments about their learning process, determining future needs and modifications.

State Testing: New York State mandated testing: Alignment with state standards will be the responsibility of the School Leader and the Special Education / Academic Success Coordinator (SEAC). FLCACS will comply with all NYS mandated testing, including ELA in 3rd-8th, Math 3rd-8th, and Science 4th and 8th.

Diagnostic: Due to the fact that we begin in kindergarten, it is critical to obtain reliable testing data before the grade progression and to ensure that students are readily progressing in reading, the most important early aspect to a child's development as a student. Literacy skills will be tested three times per school year (September, January and June) using Acadience (DIBELS), an assessment recommended and used by the Bronx Classical Charter School. These tests will be administered by SEAC or a Special Education teacher.

¹⁰ <https://www.rtinetwork.org/learn/research/progress-monitoring-within-a-rti-model>

Running Records: Classroom teachers will keep an ongoing account of their students' reading levels and abilities.

Evaluation: Aimsweb, by Pearson, will be used to evaluate student ability levels and spot learning disabilities. Assessment will also be provided via the Fast Bridge system, which can be used for not only identification and creating a comprehensive support plan, but for evaluation as well. The combination of regular assessment, Fast Bridge assessment, and continual review of the ongoing support programs will provide ample data for proper evaluation and mid-stream adjustments if needed.

Formative: Rubrics for writing and projects, class participation, math tests, etc. will be used more often than the tests given above. Teachers will use the provided curriculum tests and quizzes, as well as utilizing programs such as Prodigy to create formative assessments using technology-making review games like KAHOOT.

Access: Parents will be notified in writing when testing will occur and they will have timely written access to their child's results. Diagnostic testing will be documented into a software program/spreadsheet that saves and plots the student's scores as well as their progress. This information will then be summarized and given as a report to the School Leader and SEAC. FLCACS is accountable to its students, families, and community to which it will offer its transparency using end of year school testing results and parent surveys. Results will be communicated prior to the start of the school.

Remote Setting: In the case of remote teaching, where testing is limited, FLCACS plans on using a variation of Aimsweb, or another similar digital solution, to offer online evaluations. Packages like this offer test components, resources, and interactive options. This will allow us to continue serving the students and evaluate their process without doing what most schools during Covid, which was to cancel all tests.

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 school including any specific requirements for implementing this pedagogical approach (e.g., co-teaching or aides, technology, physical space, approaches to classroom management, etc.);***
- ***Research or existing models that support the use of these instructional methods, especially considering the school's target population and curricular choices outlined in Response 6(a) – Curriculum Selection Process;***
- ***Discussion of specific instructional methods the school would incorporate to address interrupted instruction due to COVID-19; and***
- ***An explanation of how the instructional methods align with the school's educational philosophy and further its specific mission, key design elements, and unique themes.***

FLCACS will use the successful methods established by BCSI schools¹¹, as indicated below:

- **Lecture/direct instruction/dictation:** teacher presents information; students listen. A storytelling style is used when possible. Direct instruction for the lesson, differentiated for practice. Scoop low, launch high, more practice opportunities for those that need it.
- **Modeling/demonstration:** teacher illustrates how something is done, using objects to communicate.
- **Read aloud:** teacher reads from text, preferably with sources that use a storytelling style. Asking questions stimulates critical thinking and is a powerful teaching method leaving the learner hungry to find answers.
- **Singing/chanting/rhymes:** students learn a song, a memorable saying, or chant that tells about information they are to know, while enjoying the learning experience.
- **Explicit and Systematic Phonics Instruction:** the direct teaching of letter-sound relationships through a specified sequence, the foundation for literacy is established and provides students the ability to decode the printed word. Students will be required to "sound out" words based upon the rules of phonics, not to guess at them, and spelling will be taught by applying phonetic rules.

¹¹ Credit to Ascent Classical, a successful BCSI school in Colorado, for this section

- **Literature Instruction:** reading of classic literature rich in language; fairy tales, fables, poetry, to include memorization of famous lines and poems. Children are particularly adept at memorization, and are able to learn songs, rhymes, and recite facts with relative ease. Because young children are so eager to memorize, we challenge them by providing substantial subject matter for them to memorize.
- **Numeracy Instruction:** learning and memorizing arithmetic facts, and also understanding the concepts behind numerical relations. For example, what is a fraction? What does it mean to multiply two threes (2×3)? What is place value? When students learn only the algorithm, they do not understand the mathematics behind the equation. No calculators. Premature use of calculators undermines numeracy or “number sense.” The human mind is the original calculator. When human beings forget this, they become no more than appendages to their machines.
- **Instruction in the Power of Memory:** FLCACS will place instructional value on learning beautiful words by heart, and will bring back the lost art of recitation. The memorization of great poems and lines from literature and speeches is the key to actually “owning” them – capturing the beauty of language in a student’s soul to draw on for the rest of his or her life.
- **Instruction in Moral Literacy:** the development of good character in our students by maintaining order and decorum in the classrooms, holding students accountable for their assignments and personal conduct, and explicitly teaching them the fundamentals of good character. The components of the discipline plan will be made clear elsewhere.
- **Introduction to instruction in the Socratic Method:** while most instruction will be direct, the idea of the Socratic Method will be introduced with increasing intensity as students advance through the elementary grades.

In addition, FLCACS will utilize the vast resources offered by the Core Knowledge Foundation. “The Core Knowledge Foundation is ready and able to assist states, districts, and individual schools who want to join the ranks of those who are successfully implementing Core Knowledge. The Core Knowledge website offers a wealth of information on how to get started, accessing support materials, professional learning opportunities, as well as many free online resources.”¹²

Should remote instruction need to return, laptops and internet access would be necessary for students. Instruction methods would turn to more video and online learning instead of the methods described above. Zoom could be used for live content. Because of internet limitations in some rural areas, students might need to use local public spaces such as libraries to get service.

d. Course or Subject Overview

Provide course descriptions for every subject and grade level the school will serve within the initial five years of operation, accounting for both core and non-core subject areas including all courses identified in Request 7 – Calendar and Schedules and specials (e.g., physical education, art, etc.). This should include, at a minimum:

- ***A general description of the specific content and skills that would be addressed in the course, if known;***
- ***The curricular programs (e.g., Core Knowledge, Singapore Math, FOSS, etc.) that would be used in each course;***
- ***Essential course-specific assessments (e.g., the state’s 3rd – 8th grade 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.***

Assuming a K-4 opening and adding one grade each year, FLCACS will have K-8 in the 5th year of operation. Below will address the K-8 curriculum.

English Language Arts:

<https://hillsdale.app.box.com/s/0czcybnai4vkot6gh48paagyzfswjts>

¹² <https://www.coreknowledge.org/>

- **Literacy:** Literacy will begin with the foundations of language, phonics, and will progress until students are fluid, confident readers. Access Literacy will be used for Literacy from approximately Kindergarten to 3rd grade, longer if a student would benefit. This particular program will be helpful to students delayed by the pandemic or with learning disabilities. It has been proven to benefit the brain since it was originally used to retrain soldiers to read after wartime brain injuries. This course will be based on ability as well, not automatic age or grade level. It will also be adjusted for a first-year school. For example, it is recommended that 3rd graders entering a classical school for the first time be supplemented with Access Literacy resources instead of entering at the traditional 3rd grade level. This will adjust as subsequent years pass.
- **Orthography:** After literacy skills are solidly established, around the 4th grade, Access Literacy will move from Literacy to Orthography. Root words will be used to teach spelling patterns.
- **Handwriting/Cursive:** During Kindergarten printed writing will be taught and during 1st grade cursive will be introduced. Cursive has recently been scientifically found to improve learning. It also allows students to read old family and historical documents.
- **Literature:** Literature will be used throughout all years at FLCACS. It will be read aloud, and as students are able, read by students. Literature has been chosen from the best of the world and time have to offer. Great literature provides for imagination, character development, connections to other times and cultures, and social development. As Brian Doerries and the Paideia Institute have both found, ancient literature, particularly mythology, can have social/emotional benefits. Literature will include poetry at all levels, starting with nursery rhymes in Kindergarten. There is an excellent theater company in the area, Merry-Go-Round Playhouse, that performs for local schools. A relationship will be established so that the children can see some of their favorite literature acted out and perhaps encourage participation.
- **Grammar:** "Grammar for comprehension, not grammar's sake." Grammar will be taught starting in the third grade and will continue through the 8th. Students will learn parts of speech, parts of a sentence, and identifying types of sentences through analyzing and writing or rewriting examples of the four types of sentences. This process will progress in difficulty and content per grade level advancing to sentence diagramming.

When assessing students with special needs, the teacher should review each student's Individualized Education Plan (IEP) and coordinate with the Special Education/ Academic Success Coordinator (SEAC) to provide the necessary accommodations for assessment tasks.

History and Geography: History will have two main themes: global and chronological history (starting in the first grade) and American studies (starting in Kindergarten).

- **Global/Chronological:** Students will be given an outline of geography and human history from around the world to add growing knowledge to as they age. This method is encouraged by classicists to give students a chronological "series of pegs" on which to hang further knowledge in the future.
- **American Studies:** Students will study American history from a young age so that they can eventually understand and evaluate their own history and make good decisions as future leaders. Geography will systematically move through time. Children will memorize states, cities, rivers, etc. Civics will also be blended into American History so that students will have training in citizenship.

FLCACS will also make use of the astounding amount of history available right in Auburn, NY. Figures such as Harriet Tubman, William Seward, Emily Howland, Theodore Case, and Louis Comfort Tiffany left their mark on the area and many wonderful field trips are readily available. The geography of the region is also significant and the Finger Lakes themselves will be featured.

When assessing students with special needs, the teacher should review each student's Individualized Education Plan (IEP) and coordinate with the Special Education/ Academic Success Coordinator (SEAC) to provide the necessary accommodations for assessment tasks.

Mathematics: All students K-8 will have a mathematics course. In K-7 they will use Singapore Math. In 8th grade the study of Algebra will begin with A First Course in Algebra by Weeks and Adkins. Math will

be studied according to ability, not age or grade. An accelerated student can also move ahead, allowing for growth instead of boredom. Due to the recent pandemic, an unprecedented number of students will likely need a chance to catch up on their math skills and this method will allow for that. Singapore math uses classroom games and activities to reinforce the curriculum alongside teacher-led instruction and workbook time. There are internal assessments within Singapore math that can be used to determine the placement of each student.

When assessing students with special needs, the teacher should review each student's Individualized Education Plan (IEP) and coordinate with the Special Education/ Academic Success Coordinator (SEAC) to provide the necessary accommodations for assessment tasks.

Science: Science will be taught at every grade level. Through the elementary grades, age-appropriate Earth Science, Biology, Chemistry, and Physics will be covered in preparation for in-depth study in high school. Science will be taught with the goal of awakening wonder and curiosity about the world. It will be taught using projects, experiments, lap books, and reading aloud. The biographies of scientists will be studied throughout so that students can be better informed about history and also inspired by the accomplishments of scientists from various backgrounds and walks of life.

When assessing students with special needs, the teacher should review each student's Individualized Education Plan (IEP) and coordinate with the Special Education/ Academic Success Coordinator (SEAC) to provide the necessary accommodations for assessment tasks.

Languages: Spanish/English/Latin: The program *Aequora* will be used weekly, starting in the 3rd grade. It will cover vocabulary, history, mythology, and language study while moving between Spanish, Latin, and English. It will help children coming from Spanish or English backgrounds to connect in a common study of Latin and each other's home languages. Central New York is home to a growing population of Spanish-speaking farm workers who often come with very little familiarity with English. This program will be an opportunity for the local and immigrant populations to deepen a sense of community with one another, over the common roots of language.

In the 6th grade an in-depth study of Latin will begin. Wheelock's Latin will be used. The study of Latin is rich in vocabulary and logical thinking. It is used today in science, medicine, and law. Students will learn the vocabulary, grammar, and orderliness of Latin.

When assessing students with special needs, the teacher should review each student's Individualized Education Plan (IEP) and coordinate with the Special Education/ Academic Success Coordinator (SEAC) to provide the necessary accommodations for assessment tasks.

Fine Arts: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/2017-implementation-guide_update_final.pdf

The Artistic Processes shared by all arts disciplines including Creating, Performing/ Producing/ Presenting, Responding, and Connecting. These processes further divide into eleven Anchor Standards, which continue to be commonly shared by all 5 arts disciplines.

Studying music and the visual arts will instill a love of beauty and equip students with important core knowledge about their culture. In keeping with classical education, FLCACS will teach music and art largely through the study of works and techniques of the great masters, such as Bach, Mozart, Beethoven, and Raphael, Michelangelo, and Monet.

In music, students will be exposed to a wide array of music from jazz to orchestral music as well as vocal music that includes songs from the Baroque, Classical, and Romantic periods. They will learn about composers and their music, the elements of music, and vocal ranges. Music students will participate in activities on musical instruments, singing, learning to read music, learning about the orchestra, etc.

Art instruction will occur once each week. It will have four artistic processes: the creation of art by the students including a variety of elements such as drawing, sculpture, portraits, still life, landscapes, photography, architecture, expression, and abstraction; responding to the great artists of the past, Greek and Roman Art, Medieval Art, the Renaissance, Impressionism, Post-impressionism, Asian Art, African Art, and American; connecting student artwork to both contemporary and classic artworks; Presenting student work in various formats in order to increase student confidence, public speaking and writing skills.

When assessing students with special needs, the teacher should review each student's Individualized Education Plan (IEP) and coordinate with the Special Education/ Academic Success Coordinator (SEAC) to provide the necessary accommodations for assessment tasks.

Physical Education: The physical education curriculum offers guidance for teaching physical activity knowledge and skills to students, as well as a framework to help instructors plan in-class physical activities that align with both New York State and national learning standards. FLCACS will help students achieve the New York State Physical Education mandates regarding time and days to receive the recommended 60 minutes of daily physical education.

PE will have a three-tiered focus: safety, skills, and participation. Students will be introduced to skills in a developmentally progressive manner, using tools such as ball handling, hoops, jump ropes, scarves, and scooters. Students will learn basic physical movements such as a squat, push up, sit up, and lunge. Students will also have the opportunity to engage in cultural dancing and movement connected to areas of learning in the classroom. PE will be taught outdoors as much as possible, weather permitting. Depending on school location, use of community resources may be possible--trails, fitness facilities, etc.

FLCACS Physical Education will be assessed using both formative and summative assessments including: demonstration of specific skills; knowledge-based testing; out-of-school assignments that support learning and practice; assessments of progress in motor skills.

When assessing students with special needs, the physical education teacher should review each student's Individualized Education Plan (IEP) and coordinate with the Special Education/Academic Success Coordinator (SEAC) to provide the necessary accommodations for assessment tasks.

KINDERGARTEN: *What Your Kindergartner Needs to Know, E.D. Hirsch, Jr.*

- Phonics & Literacy
- Resources:
- Writing and Spelling Road to Reading and Thinking, Level I, Teacher's Edition
- Box of Phonogram Cards
- Update/Enhancement Packet from Access Literacy
- Grammar/Writing Lessons from Access Literacy
- Kindergarten Scope & Sequence (Access Literacy)
- The ABC's and All Their Tricks
- Wall Charts
- Primary Phonics, sets 1, 1A, 2, 2A, 3-6, by Barbara Makar
- K-3 Orton-based literacy program Literacy Essentials: Journey From Spelling to Reading.
- Teacher training manual with a 4-day training.
- Set of 5 X 7 phonogram cards used for introducing the 72 most common spelling patterns of English.
- K-2 guides providing detailed daily and weekly guidance for planning and instruction which integrates spelling, writing, grammar and reading.
- Copy Masters is used with the teacher guides in K-2 to provide easy-to-copy resources for teachers and students. Copies of anything needed for the week is provided in a weekly Prepare section. Examples of resources include: teacher references, student handwriting practice sheets, progress monitoring and assessments, spelling word lists and reading homework supports.
- Large lined and reusable Wall Charts for each classroom. The K-1 box contains 20 charts. The box for 2+ contains 5 charts, one of which is cursive letter formation. The charts are used to display graphically organized literacy content for easy student reference throughout the day.
- The 3rd grade guide provides only daily and weekly lessons to teach spelling/vocabulary and continue instruction in orthography.
- My Orthography Notebook is the student component which graphically organizes the content taught and is used by the children as a reference to all that is learned in literacy and orthography. The notebook contains the child's personal record of all the words taught in spelling/vocabulary each

English Language Arts

Resources: <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>

- Listen, My Children, Core Knowledge Foundation
- The Children's Book of Virtues, William J. Bennett
- American Tall Tales, Mary Pope Osborne

I. Listening and Speaking (KR1, KR2, KR3)

- A. Classroom Discussion (KSL1a-c, KSL2, KSL3)
- B. Presentation of Ideas and Information (KSL4-6)
- C. Comprehension and Discussion of Read-Alouds—All Texts (KW6-7, KSL1-3)
- D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry (KW6-7, KSL1-3)
- E. Comprehension and Discussion of Read-Alouds— Nonfiction and Informational Text (KW6-7, KSL1-3)

II. Reading

- A. Print Awareness (KRF1a-e),
- B. Phonological and Phonemic Awareness (KRF2a-e)
- C. Phonics: Decoding and Encoding (KRF3a-d)
- D. Oral Reading and Fluency (KRF2 & KRF4, KW1-4)
- E. Reading Comprehension—All Texts (KSL1-KSL3)

III. Writing

- A. Handwriting and Spelling (KW1-4)
- B. Narration (KSL4)
- C. Simple journaling with single sentences paired with illustrations(KW1-3)

IV. Language Conventions (Anchor Standards L1 & L2)

- A. Handwriting and Spelling (Anchor Standard L2)
- B. Parts of Speech and Sentence Structure (Anchor Standard L1)
- C. Capitalization and Punctuation (Anchor Standard L2)

V. Poetry

- A. Mother Goose and Other Traditional Poems
- B. Other Poems, Old and New

VI. Fiction

- A. Stories
- B. Aesop's Fables
- C. American Folk Heroes and Tall Tales
- D. Literary Terms

VII. Sayings and Phrases

History and Geography

Resources:

- Core Knowledge Tell It Again! Read-Aloud Anthologies and Flipbooks
- A History of the United States and Its People, Edward Eggleston
- Kids' World Atlas: A Young Person's Guide to the Globe, Karen Foster

World History and Geography

V. Geography: Spatial Sense

II. An Overview of the Seven Continents

American History and Geography

V. Geography

II. Native American Peoples, Past and Present

III. Early Exploration and Settlement

- A. The Voyage of Columbus (Cristoforo Colombo) in 1492
- B. The Pilgrims

- C. July 4, "Independence Day"
- IV. Presidents, Past and Present
- V. Symbols and Figures

Mathematics:

Resources:

- Essential Math, Kindergarten A, Singapore Mathematics
- Essential Math, Kindergarten B, Singapore Mathematics

Same	Numbers to 5	Patterns	Capacity
Different	Numbers to 10	Length	Equal Sets
Sets	Number Order	Size	More
Count to 5	Shapes	Weight	Less

- A. Same/Different (NY PK.CC), (NY K.CC)
- B. Sets (NY K.CC)
- C. Count to 5 (NY K.CC)
- D. Numbers to 5 (NY K.CC)
- E. Numbers to 10 (NY K.CC)
- F. Number Order (NY K.CC)
- G. Shapes (NY K.G)
- H. Patterns (NY K.OA), (NY K.G)
- I. Length (NY K.MD)
- J. Size (NY K.MD)
- K. Weight (NY K.MD)
- L. Capacity (NY K.MD)
- M. Equal Sets (NY K.CC)
- N. More/Less (NY K.CC)
- O. Ordering (NY K.CC)
- P. Counting On/Counting Back (NY K.CC), (NY 1.OA)
- Q. Compare Numbers (NY K.CC)
- R. Addition/Subtraction (NY K.OA)
- S. Number Bonds (NY K.OA)
- T. Tens and one (NY K.NBT), (NY 1.NBT)
- U. Part (NY K.NBT)
- V. Even/Odd (NY 2.OA)

Science

Resources:

- Science Explorer series (Teachers Editions): Animals, Electricity and Magnetism, Environmental Science, From Bacteria to Plants, Human Biology and Health, Integrated Lab Manual, The Nature of Science and Technology, Weather and Climate

I. Pushes and Pulls

- A. Pushes and Pulls are Forces
- B. Pushes and Pulls can Change an Object's Motion
- C. Magnetism is a Force

II. Needs of Plants and Animals

- A. Plants and Animals
- B. Plants, Their Needs, and Their Environments
- C. Animals, Their Needs, and Their Environments
- D. Humans, Their Needs, and Their Environments

III. Changing Environments

- A. Ecosystems

- B. Plants in Ecosystems
 - C. Animals in Ecosystems
 - D. Human Changes in Ecosystems
 - E. People Design Solutions to Reduce Human Impact
- IV. Weather Patterns
 - A. Sunlight
 - B. Patterns in Weather Conditions
 - C. Severe Weather
- V. The Human Body: Our Five Senses
 - A. Vision and Hearing
 - B. Smell, Taste, and Touch
 - C. Taking Care of Your Body
- VI. Science Biographies

Visual Arts

Resources:

- Art Resources, (Kindergarten), Core Knowledge Foundation
- Text Resources for Kindergarten, Core Knowledge Foundation
- Children's Book of Art, DK Eyewitness
- Getting to Know the World's Greatest Artists, series by Mike Venezia

Artistic Processes: Creating, Connecting, Responding, Presenting

- I. Elements of Art
 - A. Color
 - B. Line
 - C. Artworks
- II. Sculpture
- III. Architecture

Music

Resources:

- Core Knowledge Music Collection, Preschool and Kindergarten, Core Knowledge Foundation
- Text Resources, Kindergarten, Core Knowledge Foundation

- III. Elements of Music
- II. Listening and Understanding
- III. Songs

FIRST GRADE: What Your First Grader Needs to Know, E.D. Hirsch

Phonics & Literacy

Resources:

- Writing and Spelling Road to Reading and Thinking, Level I, Teacher's Edition
- Grammar/Writing Lessons from Access Literacy
- Box of Phonogram Cards
- Update/Enhancement Packet from Access Literacy
- Wall Charts
- The ABC's and All Their Tricks
- Primary Phonics, by Barbara Makar
- My English Orthography Notebook, Access Literacy

English Language Arts

Resources:

- Text Resources, Grade 1, Core Knowledge Foundation
- Listen, My Children, First Grade, Core Knowledge Foundation
- The Children's Book of Virtues, William J. Bennett

I. Listening and Speaking

- A. Classroom Discussion (1SL1, 1SL1a-d, 1SL2, 1SL13)
- B. Presentation of Ideas and Information (1SL4, 1SL5, 1SL6, 1W6, 1W7)
- C. Comprehension and Discussion of Read-Alouds—All Texts (1SL1, 1SL1a-d, 1SL2, 1SL13, 1R1, 1R2, 1R3)
- D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry (1SL1, 1SL1a-d, 1SL2, 1SL13, 1R1, 1R2, 1R3)
- E. Comprehension and Discussion of Read-Alouds— Nonfiction and Informational Text (1SL1, 1SL1a-d, 1SL2, 1SL13, 1R1, 1R2, 1R3)

II. Reading

- A. Print Awareness (1RF1, 1RF1a)
- B. Phonological and Phonemic Awareness (1RF2, 1RF2a-c)
- C. Phonics: Decoding and Encoding (1RF3, 1RF3a-g)
- D. Oral Reading and Fluency (1RF4, 1RF4a-b)
- E. Reading Comprehension—All Texts (1L4, 1L5)
- F. Reading Comprehension—Fiction, Drama, and Poetry (1L4, 1L5)
- G. Reading Comprehension—Nonfiction and Informational Text (1L4, 1L5)

III. Writing

- A. Narrative Writing B. (1W3)
- B. Informative/Explanatory Writing C. (1W2)
- C. Persuasive Writing (Opinion) (1W1)

IV. Language Conventions (Anchor Standards L1 & L2)

- A. Handwriting and Spelling (ANCHOR STANDARD L2)
- B. Parts of Speech and Sentence Structure (ANCHOR STANDARD L1)
- C. Capitalization and Punctuation (ANCHOR STANDARD L1)

V. Poetry

VI. Fiction

- A. Stories
- B. Aesop's Fables
- C. Different Lands, Similar Stories
- D. Literary Terms
- E. Sayings and Phrases

History and Geography

Resources:

- Core Knowledge Tell It Again! Read-Aloud Anthologies and Flipbooks
- A History of the United States and Its People, Edward Eggleston
- A History of US, Book 1: The First Americans, Joy Hakim

World History and Geography

I. Geography

- A. Spatial Sense
- B. Geographical terms and features

II. Early World Civilizations

- A. Mesopotamia: the "cradle of civilization"
- B. Ancient Egypt

- C. History of World Religions
- III. Modern Civilization and Culture: Mexico
 - A. Geography
 - B. Culture

American History and Geography

- I. Early People and Civilizations
 - A. The Earliest People: Hunters and Nomads
 - B. Early American Civilizations
- II. Early Exploration and Settlement
 - A. Columbus
 - B. The Conquistadors
 - C. English Settlers
- III. From Colonies to Independence: The American Revolution
- IV. Early Exploration of the American West
- V. Symbols and Figures

Mathematics

Resources:

- Primary Mathematics Textbooks 1A & 1B, US Edition, Singapore Mathematics
 - Primary Mathematics Workbooks 1A & 1B, US Edition, Singapore Mathematics
 - Primary Math HOME Instructor Guides 1A & 1B, US Edition, Singapore Mathematics
- a. Numbers 0 to 10: counting (NY 1.OA)
 - b. Number bonds: making number stories (NY 1.OA)
 - c. Addition: addition stories; addition with number bonds (NY 1.OA)
 - d. Subtraction: making subtraction stories; methods of subtraction (NY 1.OA)
 - e. Ordinal Numbers: naming position
 - f. Numbers to 20: counting and comparing; addition and subtraction (NY 1.OA)
 - g. Shapes: common shapes
 - h. Length: comparing length; measuring length (NY 1.MD)
 - i. Weight: comparing weight; measuring weight (NY 1.MD)
 - j. Comparing numbers: comparing numbers; comparison by subtraction
 - k. Graphs: picture graphs (NY 1.MD)
 - l. Numbers to 40: counting; tens and ones; addition and subtraction; adding three numbers
 - m. Multiplication: adding equal groups; making multiplication stories; multiplication within 40
 - n. Division: sharing and grouping
 - o. Halves and quarter: making halves and quarters (NY 1.G)
 - p. Time: telling time (NY 1.MD)
 - q. Numbers to 100: tens and ones; order of numbers; addition within 100; subtraction within 100 (NY 1.NBT)
 - r. Money: bills and coins; shopping (NY 1.MD)

Science

Resources:

- Science Explorer series (Teachers Editions): Animals, Astronomy, Chemical Building Blocks, Earth's Changing Surface, Earth's Waters, Electricity and Magnetism, Environmental Science, Human Biology and Health, Inside Earth, Integrated Lab Manual, The Nature of Science and Technology, Weather and Climate
- I. Sun, Moon, and Stars
 - A. The Sun and Its Predictable Patterns
 - B. Annual Patterns of Sunrise and Sunset

- C. The Moon and Its Predictable Patterns
 - D. Stars and Their Predictable Patterns
- II. Plant and Animal Survival
 - A. Structure and Function in Plants and Animals
 - B. Information Processing: Plant and Animal Stimulus and Response
 - C. Growth and Development
 - D. Parents and Offspring
- III. Exploring Light and Sound
 - A. Sound and Vibration
 - B. Light
 - C. Light and Materials
 - D. Solving Problems with Light or Sound
- IV. Simple Machines
 - A. Simple Machines
 - B. Compound Machines
- V. The Human Body: Human Body Systems
 - A. Skeletal and Muscular Systems
 - B. Respiratory and Circulatory Systems
 - C. Nervous System
 - D. Taking Care of your Body
- VI. Science Biographies

Visual Arts

Resources:

- Art Resources, Grade 1, Core Knowledge Foundation
- Children's Book of Art, DK Eyewitness
- Getting to Know the World's Greatest Artists, series by Mike Venezia

- I. Art from Long Ago
- II. Elements of Art
 - A. Color
 - B. Line
 - C. Shape
 - D. Texture
- III. Kinds of Pictures
 - A. Portrait
 - B. Still Life
 - C. Murals
- IV. Architecture

Music

Resources:

- Core Knowledge Music Collection, Grades 1 and 2, Core Knowledge Foundation
- Text Resources, Grade 1, Core Knowledge Foundation
- Getting to Know the World's Greatest Composers, series by Mike Venezia

- I. Elements of Music
- II. Listening and Understanding
 - A. Musical Terms and Concepts
 - B. Music Can Tell a Story
 - C. American Musical Traditions
- III. Songs

SECOND GRADE: What Your Second Grader Needs to Know, Core Knowledge Foundation

Phonics & Literacy

Resources:

- Writing and Spelling Road to Reading and Thinking, Level I Teacher's Edition
- Writing and Spelling Road to Reading and Thinking, Level II Teacher's Edition
- Box of Phonogram Cards
- Update/Enhancement Packet from Access Literacy
- Grammar/Writing Lessons from Access Literacy
- The ABC's and All Their Tricks
- My English Orthography Notebook, Access Literacy

English Language Arts

Resources:

- Listen, My Children, Second Grade, Core Knowledge Foundation
- Classic Myths to Read Aloud, William F. Russell
- D'Aulaire's Book of Greek Myths, Ingri d'Aulaire and Edgar Parin d'Aulaire
- Well-Ordered Language, Level 1A, Coupland and Peters

- 1) Listening and Speaking
 - a) Classroom Discussion (2SL1, 2SL1a-d, 2SL2, 2SL3)
 - b) Presentation of Ideas and Information (2W6, 2W7, 2SL4, 2SL5, 2SL6)
 - c) Comprehension and Discussion of Read-Alouds—All Texts (2SL1, 2SL1a-d, 2SL2, 2SL3)
 - d) Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry (2SL1, 2SL1a-d, 2SL2, 2SL3)
 - e) Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text (2SL1, 2SL1a-d, 2SL2, 2SL3)
- 2) Reading
 - a) Phonics: Decoding and Encoding (2RF3, 2RF3a-e)
 - b) Oral Reading and Fluency (2RF4, 2RF4a-b)
 - c) Reading Comprehension—All Texts (2L3, 2L4, 2L5, 2R1, 2R2, 2R3)
 - d) Reading Comprehension—Fiction, Drama, and Poetry (2L3, 2L4, 2L5)
 - e) Reading Comprehension—Nonfiction and Informational Text (2L3, 2L4, 2L5)
- 3) Writing
 - a) Narrative Writing (2W3)
 - b) Informative/Explanatory Writing (2W2)
 - c) Persuasive Writing (Opinion) (2W1)
- 4) Language Conventions
 - a) Spelling (Anchor Standards L2)
 - b) Parts of Speech and Sentence Structure (Anchor Standards L1)
 - c) Capitalization and Punctuation (Anchor Standards L1)
- 5) Poetry
- 6) Fiction
 - a) Stories
 - b) Mythology of Ancient Greece
 - c) American Folk Heroes and Tall Tales
 - d) Literary Terms
- 7) Sayings and Phrases

History and Geography

Resources:

- A History of the United States and Its People, Edward Eggleston
- Core Knowledge Tell It Again! Read-Aloud Anthologies and Flipbooks

World History and Geography

- I. Geography
 - A. Spatial Sense
 - B. Geographical Terms and Features
- II. Early Asian Civilizations
 - A. Geography of Asia
 - B. India
 - C. China
- III. Modern Japanese Civilization
 - A. Geography
 - B. Culture
- IV. The Ancient Greek Civilization

American History and Geography

- I. American Government: The Constitution
- II. The War of 1812
- III. Westward Expansion
 - A. Pioneers Head West
 - B. Native Americans
- IV. The Civil War
- V. Immigration and Citizenship
- VI. Fighting for a Cause
- VII. Geography of the Americas
 - A. North America
 - B. South America
- VIII. Symbols and Figures

Mathematics

Resources:

- Primary Mathematics Textbooks 2A & 2B, US Edition, Singapore Mathematics
 - Primary Mathematics Workbooks 2A & 2B, US Edition, Singapore Mathematics
 - Primary Math HOME Instructor Guides 2A & 2B, US Edition, Singapore Mathematics
-
- a. Numbers to 1000 (NY 2.OA)
 - b. Addition and Subtraction (NY 2.OA)
 - c. Length (NY 2.MD)
 - d. Weight (NY 2.MD)
 - e. Multiplication and Division (NY 3.OA)
 - f. Multiplication Tables of 2 and 3 (NY 3.OA)
 - g. Mental Methods Addition and Subtraction (NY 2.OA)
 - h. Multiplication and Addition (NY 3.OA)
 - i. Money (NY 2.MD)
 - j. Fractions (NY 3.NF)
 - k. Time (NY 2.MD)
 - l. Capacity (NY 3.MD)
 - m. Graphs: Picture graphs (NY 2.MD)
 - n. Geometry (NY 2.G)
 - o. Area: Square Units (NY 3.MD)

Science

Resources:

- Science Explorer series (Teachers Editions): Animals, Cells and Heredity, Earth's Waters, Electricity and Magnetism, From Bacteria to Plants, Human Biology and Health, Integrated Lab Manual, Motion, Forces and Energy

I. Properties of Matter

- A. Introduction to Matter
- B. Properties and Uses of Matter
- C. Heating and Cooling Matter
- D. Building with Matter

II. Organisms and Their Habitats

- A. Plant Needs
- B. Plant Diversity
- C. Animal Needs
- D. Animal Diversity
- E. Ecosystems: Plant and Animal Relationships

III. Exploring Land and Water

- A. Landforms
- B. Earth's Water
- C. Effects of Wind and Water on Land

IV. Electricity and Magnetism

- A. Electricity
- B. Magnets and Magnetism
- C. Designing and Engineering Useful Devices
- D. Safe Use of Electricity and Magnetism

V. The Human Body: Cells and Digestion

- A. Cells, Tissues, and Organs
- B. Digestive and Excretory Systems
- C. Taking Care of Your Body 52

VI. Science Biographies

Visual Arts

Resources:

- Art Resources, Grade 2, Core Knowledge Foundation
- Children's Book of Art, DK Eyewitness
- Getting to Know the World's Greatest Artists, series by Mike Venezia

I. Elements of Art

II. Sculpture

III. Landscape

IV. Abstraction

V. Architecture

Music

Resources:

- Core Knowledge Music Collection, Grades 1 and 2, Core Knowledge Foundation
- Text Resources, Grade 2, Core Knowledge Foundation
- Getting to Know the World's Greatest Composers, series by Mike Venezia

I. Elements of Music

II. Listening and Understanding

- A. The Orchestra
- B. Keyboard Instruments
- C. Composers and Their Music

III. Songs

THIRD GRADE: What Your Third Grader Needs to Know, Core Knowledge Foundation

Phonics & Literacy

Resources:

- Writing and Spelling Road to Reading and Thinking, Level I Teacher's Edition
- Writing and Spelling Road to Reading and Thinking, Level II Teacher's Edition
- Writing and Spelling Road to Reading and Thinking, Level III Teacher's Edition
- Box of Phonogram Cards
- The ABC's and All Their Tricks
- My English Orthography Notebook, Access Literacy
- "Older Student Adaptation: Instructions for 3-6th Grade Teachers," Access Literacy pamphlet

English Language Arts

Resources:

- Well-Ordered Language, Level 1A and 1B, Coupland and Peters
- Classic Myths to Read Aloud, William F. Russell
- D'Aulaire's Book of Greek Myths, Ingri d'Aulaire and Edgar Parin d'Aulaire

I. Listening and Speaking

- A. Classroom Discussion (3SL1, 3SL1a-e, 3SL2, 3SL3)
- B. Presentation of Ideas and Information (3SL4, 3SL5, 3SL6)

II. Reading

- A. Phonics: Decoding and Encoding (3RF3, 3RF3a-d)
- B. Oral Reading and Fluency (3RF4, 3RF4a-b)
- C. Reading Comprehension and Response—All Texts (3R9, 3RF4, 3SL2, 3SL3, 3R1, 3R2, 3R3)
- D. Reading Comprehension—Fiction, Drama, Poetry (3R9)
- E. Reading Comprehension—Nonfiction and Informational Text (3R9)

III. Writing

- A. Writing to Reflect Audience, Purpose, and Task
- B. Conducting Research (3W6, 3W7)
- C. Narrative Writing (3W3, 3W3a-d)
- D. Informative/Explanatory Writing (3W2, 3W2a-e)
- E. Persuasive Writing/Opinion (3W1, 3W1a-d)

IV. Language Conventions

- A. Command of Language (3L3, 3L3a-b)
- B. Spelling (Anchor Standards L2)
- C. Grammar (Anchor Standards L1)
- D. Capitalization and Punctuation (Anchor Standards L1)
- E. Vocabulary (3L4, 3L4a-d 3L5, 3L5a-c, 3L6)

V. Poetry

VI. Fiction

- A. Myths and Mythical Characters
- B. Literary Terms

VII. Sayings and Phrases

World History and Geography

Resources:

- World Rivers, Core Knowledge Foundation
- Ancient Rome, Core Knowledge Foundation
- The Vikings, Core Knowledge Foundation
- The Earliest Americans, Core Knowledge Foundation
- Exploration of North America, Core Knowledge Foundation

- A History of the United States and Its People, Edward Eggleston
- DK Eyewitness Books
- N.C. Wyeth's Pilgrims, Robert D. San Souci

- I. World Geography
 - A. Spatial Sense
 - B. Geographical Terms and Features
 - C. Canada
 - D. Important Rivers of the World
- II. The Ancient Roman Civilization
 - A. Geography of the Mediterranean Region
 - B. Background
 - C. The Empire
 - D. The "Decline and Fall" of Rome
 - E. The Eastern Roman Empire: Byzantine Civilization
- III. The Vikings

American History and Geography

- I. The Earliest Americans
 - A. Crossing from Asia to North America
 - B. Native Americans
- II. Early Exploration of North America
 - A. Early Spanish Exploration and Settlement
 - B. Exploration and Settlement of the American Southwest
 - C. The Search for the Northwest Passage
- III. The Thirteen Colonies: Life and Times Before the Revolution
 - A. Geography
 - B. Southern Colonies
 - C. New England Colonies
 - D. Middle Atlantic Colonies

Mathematics

Resources:

- Primary Mathematics Textbooks 3A & 3B, US Edition, Singapore Mathematics
 - Primary Mathematics Workbooks 3A & 3B, US Edition, Singapore Mathematics
 - Primary Math HOME Instructor Guides 3A & 3B, US Edition, Singapore Mathematics
- Numbers to 10,000 (NY 3.NBT)
 - Addition and Subtraction (NY 3.OA)
 - Multiplication and Division (NY 3.OA)
 - Multiplication tables of 6, 7, 8, and 9 (NY 3.OA)
 - Money (NY 3.MD)
 - Mental Calculation (NY 3.OA)
 - Length (NY 3.MD)
 - Weight (NY 3.MD)
 - Capacity (NY 3.MD)
 - Graphs: Bar Graphs (NY 3.MD)
 - Fractions (NY 3.NF)
 - Time (NY 3.MD)
 - Geometry (NY 3.G)
 - Area and perimeter (NY 3.MD)

Science

Resources:

- Science Explorer series (Teachers Editions): Astronomy, Earth's Waters, Environmental Science, Human Biology and Health, Integrated Lab Manual, Inside Earth, The Nature of Science and Technology, Sound and Light

I. Investigating Forces

- A. Forces and Motion
- B. The Force of Friction
- C. Predicting Motion
- D. The Force of Magnetism

II. Life Cycles, Traits, and Variations

- A. Organisms Have Life Cycles
- B. Organisms have Traits
- C. The Environment Affects Traits
- D. Advantages of Specific Traits

III. Habitats and Change

- A. Living Things and Their Environments
- B. Ecosystems and Environmental Change
- C. Evidence of How Organisms and Environments Have Changed Over Time

IV. Weather and Climate

- A. Earth's Atmosphere
- B. Wind: The Movement of Air
- C. Weather and Climate
- D. Reducing the Impact of Hazardous Weather

V. The Human Body: Human Senses and Movement

- A. The Muscular System
- B. The Skeletal System
- C. The Nervous System
- D. Vision: How the Eye Works
- E. Hearing: How the Ear Works

VI. Science Biographies

Visual Arts

Resources:

- Art Resources, Grade 3, Core Knowledge Foundation
- Text Resources, Grade 3, Core Knowledge Foundation
- Children's Book of Art, DK Eyewitness
- Getting to Know the World's Greatest Artists, series by Mike Venezia

I. Elements of Art

- A. Light in Artworks
- B. Space in Artworks
- C. Design: How the Elements of Art Work Together

II. Native American Art

III. Art of Ancient Rome and Byzantine Civilization

IV. Architecture

Music

Resources:

- Core Knowledge Music Collection, Grades 3-5, Core Knowledge Foundation
- Text Resources, Grade 3, Core Knowledge Foundation
- Getting to Know the World's Greatest Composers, series by Mike Venezia

I. Elements of Music

- II. Listening and Understanding
 - A. The Orchestra
 - B. Composers and Their Music
 - C. Musical Connections
- III. Songs

FOURTH GRADE: *What Your Fourth Grader Needs to Know, E.D.Hirsch*

Phonics & Literacy

Resources:

- Writing and Spelling Road to Reading and Thinking, Level I Teacher's Edition
- Writing and Spelling Road to Reading and Thinking, Level II Teacher's Edition
- Writing and Spelling Road to Reading and Thinking, Level III Teacher's Edition
- Writing and Spelling Road to Reading and Thinking, Level III Spelling List
- Box of Phonogram Cards
- The ABC's and All Their Tricks
- My English Orthography Notebook, Access Literacy
- "Older Student Adaptation: Instructions for 3-6th Grade Teachers," Access Literacy pamphlet

English Language Arts

Resources:

- Well-Ordered Language, teacher and student edition, Peters and Coupland
- Listen, My Children, 4th Grade, Core Knowledge Foundation
- Core Classics, Core Knowledge Foundation

- I. Listening and Speaking
 - A. Classroom Discussion (4SL1, 4SL1a-d, 4SL2,4SL3)
 - B. Presentation of Ideas and Information (4SL4,4SL5, 4SL6)
- II. Reading
 - A. Phonics: Decoding and Encoding (4RF3, 4RF3a)
 - B. Oral Reading and Fluency (4RF4, 4RF4a-b)
 - C. Reading Comprehension and Response—All Texts (4R9, 4RF4, 4SL2, 4SL3, 4R1, 4R2, 4R3)
 - D. Reading Comprehension—Fiction, Drama, Poetry (4R9, 4RF4, 4SL2, 4SL3, 4R1, 4R2, 4R3)
 - E. Reading Comprehension—Nonfiction and Informational Text (4R9, 4RF4, 4SL2, 4SL3, 4R1, 4R2, 4R3)
- III. Writing
 - A. Writing to Reflect Audience, Purpose, and Task
 - B. Writing to Analyze and Understand Text
 - C. Conducting Research (4W6, 4W7)
 - D. Narrative Writing (4W3, 4W3a-d)
 - E. Informative/Explanatory Writing (4W2, 4W2a-e)
 - F. Persuasive Writing/Opinion (4W1, 4W1a-d)
- IV. Language Conventions
 - A. Command of Language (4L3, 4L3a-b)
 - B. Spelling (Anchor Standards L2)
 - C. Grammar (Anchor Standards L1)
 - D. Capitalization and Punctuation (Anchor Standards L1)E. Vocabulary (4L4, 4L4a-d 4L5, 4L5a-c, 4L6)
- V. Poetry
 - A. Poems
 - B. Terms
- VI. Fiction
 - A. Stories
 - B. Myths and Mythical Characters

- C. Memoir
- D. Literary Terms
- VII. Speeches
- VIII. Sayings and Phrases

History and Geography

Resources:

- The Thirteen Colonies, Core Knowledge Foundation
- Using Maps and Exploring World Mountains, Core Knowledge Foundation
- Medieval Europe, Core Knowledge Foundation
- Early African Kingdoms and Islamic Empires, Core Knowledge Foundation
- The Dynasties of China, Core Knowledge Foundation
- The American Revolution, Core Knowledge Foundation
- The United States Constitution, Core Knowledge Foundation
- Early Presidents, Core Knowledge Foundation
- American Reformers, Core Knowledge Foundation
- A History of the United States and Its People, Edward Eggleston
- DK Eyewitness Books

World History and Geography

- I. World Geography
 - A. Spatial Sense
 - B. Mountains and Mountain Ranges
- II. Europe in the Middle Ages
 - A. Geography Related to the Development of Western Europe
 - B. Background
 - C. Developments in History of the Christian Church
 - D. Feudalism
 - E. The Norman Conquest
 - F. Growth of Towns
 - G. England in the Middle Ages
- III. The Spread of Islam and the “Holy Wars”
 - A. Islam
 - B. Development of Islamic Civilization
 - C. Wars Between Muslims and Christians
- IV. Early and Medieval African Kingdoms
 - A. Geography of Africa
 - B. Early African Kingdoms
 - C. Medieval Kingdoms of the Sudan
- V. China: Dynasties and Conquerors

Mathematics

Resources:

- Primary Mathematics Textbooks 4A & 4B, US Edition, Singapore Mathematics
 - Primary Mathematics Workbooks 4A & 4B, US Edition, Singapore Mathematics
 - Primary Math Teacher’s Guides 4A & 4B, US Edition, Singapore Mathematics
- a. Whole Numbers (N 4.OA)
 - b. Multiplication and Division of Whole Numbers (N 4.OA)
 - c. Fractions (N 4.NF)
 - d. Tables and Graphs
 - e. Angles (N 4.G), (N 4.MD)
 - f. Perpendicular and Parallel Lines (N 4.G)

- g. Area and Perimeter (NY 3.MD)
- h. Decimals (N 4.NBT)
- i. The Four Operations of Decimals (N 4.OA), (N 4.NBT), (N 4.NF)
- j. Measures (N 4.MD)
- k. Symmetry (N 4.G)
- l. Solid Figures (N 4.G)
- m. Volume (N 4.MD)

Science

Resources:

- Science Explorer series (Teachers Editions): Chemical Building Blocks, Chemical Interactions, Earth's Changing Surface, Electricity and Magnetism, Human Biology and Health, Inside Earth, Integrated Lab Manual, The Nature of Science and Technology, Weather and Climate

I. Energy Transfer and Transformation

- A. Introduction to Energy
- B. Energy and Motion
- C. Energy Transfer
- D. Collisions
- E. Energy Transformation and Engineering

Visual Arts

Resources:

- Art Resources, Grade 4, Core Knowledge Foundation
- Text Resources, Grade 4, Core Knowledge Foundation
- Children's Book of Art, DK Eyewitness

I. Art and Architecture of the Middle Ages in Europe

II. Islamic Art and Architecture

III. The Art of Africa

IV. The Art of China

V. The Art and Architecture of a New Nation

Music

Resources:

- Core Knowledge Music Collection, Grades 3-5, Core Knowledge Foundation
- Text Resources, Grade 4, Core Knowledge Foundation

I. Elements of Music II. Listening and Understanding

- A. The Orchestra
- B. Vocal Ranges
- C. Composers and Their Music
- D. Musical Connections III. Songs

Latin

Resources:

- Elementa: Foundations for Latin Textbook, The Paideia Institute,
- Elementa: Foundations for Latin Student Workbook, The Paideia Institute
- Elementa: Foundations for Latin Teacher's Manual, The Paideia Institute,
- Elementa: Foundations for Latin Teacher's Materials, The Paideia Institute

FIFTH GRADE: What Your Fifth Grader Needs to Know, Core Knowledge Foundation

Phonics & Literacy

Resources:

- Writing and Spelling Road to Reading and Thinking, Level I Teacher's Edition, (for first year)
- Writing and Spelling Road to Reading and Thinking, Level II Teacher's Edition, (for first year)
- Writing and Spelling Road to Reading and Thinking, Level III Teacher's Edition
- Writing and Spelling Road to Reading and Thinking, Level III Spelling List
- Box of Phonogram Cards
- The ABC's and All Their Tricks
- My English Orthography Notebook, Access Literacy
- "Older Student Adaptation: Instructions for 3-6th Grade Teachers," Access Literacy pamphlet

English Language Arts

Resources:

- Well-Ordered Language, teacher and student edition, Peters and Coupland
- Text Resources, 5th Grade, Core Knowledge Foundation
- Listen, My Children, 5th Grade, Core Knowledge Foundation
- 5th Grade Core Classics, Core Knowledge Foundation

I. Listening and Speaking

- A. Classroom Discussion (5SL1, 5SL1a-d, 5SL2, 5SL3)
- B. Presentation of Ideas and Information (5SL4, 5SL5, 5SL6)

II. Reading

- A. Phonics: Decoding and Encoding (5RF3, 5RF3a)
- B. Oral Reading and Fluency (5RF4, 5RF4a-b)
- C. Reading Comprehension and Response—All Texts (5R9, 5RF4, 5SL2, 5SL3, 5R1, 5R2, 5R3)
- D. Reading Comprehension—Fiction, Drama, Poetry (5R9, 5RF4, 5SL2, 5SL3, 5R1, 5R2, 5R3)
- E. Reading Comprehension—Nonfiction and Informational Text (5R9, 5RF4, 5SL2, 5SL3, 5R1, 5R2, 5R3)

III. Writing

- A. Writing to Reflect Audience, Purpose, and Task
- B. Writing to Analyze and Understand Text
- C. Conducting Research (5W6, 5W7)
- D. Narrative Writing (5W3, 5W3a-d)
- E. Informative/Explanatory Writing (5W2, 5W2a-e)
- F. Persuasive Writing/Opinion (5W1, 5W1a-d)

IV. Language Conventions

- A. Command of Language (5L3, 5L3a-b)
- B. Spelling (Anchor Standards L2)
- C. Grammar (Anchor Standards L1)
- D. Capitalization and Punctuation (Anchor Standards L1)
- E. Vocabulary (5L4, 5L4a-d 5L5, 5L5a-c, 5L6)

V. Poetry

- A. Poems
- B. Terms

VI. Fiction and Drama

- A. Fiction
- B. Drama
- C. Literary Terms

VII. Speeches Sayings and Phrases

History and Geography

Resources:

- World Lakes, Core Knowledge Foundation
- Maya, Aztec, and Inca Civilizations, Core Knowledge Foundation
- The Age of Exploration, Core Knowledge Foundation
- The Renaissance and Reformation, Core Knowledge Foundation
- England in the Golden Age, Core Knowledge Foundation
- Early Russia, Core Knowledge Foundation
- Feudal Japan, Core Knowledge Foundation
- The Geography of the United States, Core Knowledge Foundation
- Westward Expansion before the Civil War, Core Knowledge Foundation
- The Civil War, Core Knowledge Foundation
- Native Americans and Westward Expansion: Cultures and Conflicts, Core Knowledge Foundation
- Feudal Japan, Core Knowledge Foundation
- A History of the United States and Its People, Edward Eggleston
- DK Eyewitness Books

World History and Geography

I. World Geography

- A. Spatial Sense
- B. Great Lakes of the World

II. Early American Civilizations

- A. Geography
- B. Maya, Aztec, and Inca Civilizations
- C. Spanish Conquerors

III. European Exploration, Trade, and the Clash of Cultures

- A. Background
- B. European Exploration, Trade, and Colonization
- C. Trade and Slavery

IV. The Renaissance and the Reformation

- A. The Renaissance
- B. The Reformation

V. England from the Golden Age to the Glorious Revolution

- A. England in the Golden Age
- B. From the English Revolution to the Glorious Revolution

VI. Russia: Early Growth and Expansion

- A. Geography
- B. History and Culture

VII. Feudal Japan

- A. Geography
- B. History and Culture

Mathematics

Resources:

- Primary Mathematics Textbooks 5A & 5B, US Edition, Singapore Mathematics
 - Primary Mathematics Workbooks 5A & 5B, US Edition, Singapore Mathematics
 - Primary Math Teacher's Guides 5A & 5B, US Edition, Singapore Mathematics
- a. Whole Numbers (NY 5.OA)
 - b. Multiplication and Division by a 2-Digit Whole Number (NY 5.OA)
 - c. Fractions (NY 5.NF)
 - d. Area of Triangle
 - e. Ratio (NY 6.RP)
 - f. Angles (NY 6.G)
 - g. Decimals (N 5.NBT)
 - h. Percentage (NY 6.RP)

- i. Average (NY 6.SP)
- j. Rate (NY 5.OA)
- k. Graphs: Line Graphs (NY 5.MD)
- l. Triangles (N 6.G)
- m. 4-Sided Figures (NY 5.G)
- n. Tessellations: Tiling Patterns
- o. Volume (NY 5.MD), (N 6.G)

Science

Resources:

- Science Explorer series (Teachers Editions): Cells and Heredity, Animals, Human Biology and Health, The Nature of Science and Technology, Integrated Lab Manual

I. Investigating Matter

- A. Properties of Matter
- B. Structure of Matter
- C. Physical Changes in Matter
- D. Chemical Changes in Matter
- E. The Language of Chemistry

II. Energy and Matter in Ecosystems

- A. Organisms Need and Use Energy
- B. Plants and Animals
- C. Matter Cycles Through Ecosystems

III. Modeling Earth's Systems

- A. Spheres of Earth
- B. Modeling Earth's Interacting Spheres

IV. Protecting Earth's Resources

- A. Protecting Earth's Water
- B. Protecting Earth's Air
- C. Protecting Earth's Land
- D. Protecting Ecosystems

V. Astronomy: Space Systems

- A. Introduction to Astronomy
- B. Evidence of Earth's Movement
- C. Stars
- D. Gravity

VI. The Human Body: Human Hormones and Reproduction

- A. The Endocrine System
- B. The Reproductive System

VII. Science Biographies

Visual Arts

Resources:

- Art Resources, Grade 5, Core Knowledge Foundation
- Text Resources, Grade 5, Core Knowledge Foundation
- Children's Book of Art, DK Eyewitness

I. Art and Architecture of the Renaissance

II. Baroque Art and Architecture

III. American Art: Nineteenth-Century United States

IV. Native American Art

V. Art of Japan

VI. Russian Art and Architecture

Music

Resources:

- Core Knowledge Music Collection, Grades 3-5, Core Knowledge Foundation
- Text Resources, Grade 5, Core Knowledge Foundation

I. Elements of Music

II. Listening and Understanding

A. Composers and Their Music

B. Musical Connections

III. American Musical Traditions

IV. Songs

Latin

Resources:

- Elementa: Foundations for Latin Textbook, The Paideia Institute
- Elementa: Foundations for Latin Student Workbook, The Paideia Institute
- Elementa: Foundations for Latin Teacher's Manual, The Paideia Institute
- Elementa: Foundations for Latin Teacher's Materials, The Paideia Institute

SIXTH GRADE: What Your Sixth Grader Needs to Know, Core Knowledge Foundation

Phonics & Literacy

Resources:

- Writing and Spelling Road to Reading and Thinking, Level I Teacher's Edition (for first year)
- Writing and Spelling Road to Reading and Thinking, Level II Teacher's Edition (for first year)
- Writing and Spelling Road to Reading and Thinking, Level III Teacher's Edition
- Writing and Spelling Road to Reading and Thinking, Level III Spelling List
- Box of Phonogram Cards
- The ABC's and All Their Tricks
- My English Orthography Notebook, Access Literacy
- "Older Student Adaptation: Instructions for 3-6th Grade Teachers," Access Literacy pamphlet
- English from the Roots Up, Volume I, Joegil Lundquist
- English from the Roots Up, Volume II, Joegil Lundquist

English Language Arts

Resources:

- Well-Ordered Language, teacher and student edition, Peters and Coupland
- Text Resources, 5th Grade, Core Knowledge Foundation
- Listen, My Children, 5th Grade, Core Knowledge Foundation
- Realms of Gold, Vol I, Core Knowledge Foundation

I. Listening and Speaking

A. Classroom Discussion (6SL1, 6SL1a-d, 6SL2, 6SL3)

B. Presentation of Ideas and Information (6SL4, 6SL5, 6SL6)

II. Reading

A. Reading Comprehension and Response—All Texts (6SL1, 6SL2, 6SL3, 6SL4, 6SL5, 6SL6)

B. Reading Comprehension—Fiction, Drama, Poetry (SL1, SL2, SL3, SL4, SL5, SL6)

C. Reading Comprehension—Nonfiction and Informational Text (SL1, SL2, SL3, SL4, SL5, SL6)

III. Writing

A. Writing to Reflect Audience, Purpose, and Task (6W1, 6W2, 6W3, 6W4, 6W5, 6W6, 6W7)

B. Writing to Analyze and Understand Text (6W1, 6W2, 6W3, 6W4, 6W5, 6W6, 6W7)

C. Conducting Research (6W6, 6W7)

- D. Narrative Writing (6W3)
- E. Informative/Explanatory Writing (6W2)
- F. Persuasive Writing/Opinion (6W1)
- IV. Language Conventions (6L3, 6L4, 6L5, 6L6)
 - A. Command of Language (6L3)
 - B. Spelling (Anchor Standards L2)
 - C. Grammar (Anchor Standards L1)
 - D. Capitalization and Punctuation (Anchor Standards L1)
 - E. Vocabulary (6L3, 6L4, 6L5, 6L6)
- V. Poetry
 - A. Poems
 - B. Terms
- VI. Fiction, Nonfiction, and Drama
 - A. Fiction
 - B. Essays and Speeches
 - C. Drama
 - D. Literary Terms
- VII. Sayings and Phrases

History and Geography

World History and Geography

Resources:

- History & Geography, 6th Grade text, Core Knowledge Foundation
- DK Eyewitness Books

- I. World Geography
 - A. Spatial Sense
 - B. Great Deserts of the World
- II. Lasting Ideas from Ancient Civilizations
 - A. Ancient Greece
 - B. Ancient Rome
- III. The Enlightenment
- IV. The French Revolution
- V. Romanticism
- VI. Industrialism, Capitalism, and Socialism
 - A. The Industrial Revolution
 - B. Capitalism
 - C. Socialism
- VII. Latin American Independence Movements
 - A. History
 - B. Geography of Latin America
 - C. American History and Geography
- I. Immigration, Industrialization, and Urbanization
 - A. Immigration
 - B. Industrialization and Urbanization
- II. Reform

Mathematics

Resources:

- Primary Mathematics Textbooks 6A & 6B, US Edition, Singapore Mathematics
- Primary Mathematics Workbooks 6A & 6B, US Edition, Singapore Mathematics
- Primary Math Teacher's Guides 6A & 6B, US Edition, Singapore Mathematics

- a. Algebra (N 6.EE)
- b. Solid Figures (N 6. MD)
- c. Ratio (N 6.RP)
- d. Percentage (N 6.RP)
- e. Speed (N 6.RP)
- f. Fractions (N 6.NF), (N 6.NS)
- g. Circles (N 6.G)
- h. Graphs: Pie Charts (N 6.ND), (N 6.SP)
- i. Volume: Solving Problems (N 6.G)
- j. Triangles and 4-sided Figures: Finding Unknown Angles (N 6.G)
- k. More Challenging Word Problems

Science

Resources:

- Science Explorer series (Teachers Editions): Astronomy, Chemical Building Blocks, Human Biology and Health, Integrated Lab Manual, The Nature of Science and Technology

I. Light and Matter

- A. Light and Matters
- B. Electromagnetic Waves
- C. Characteristics of Light

II. Thermal Energy

- A. Energy
- B. Thermal Energy
- C. Thermal Energy and Currents

III. Weather, Climate, and Water Cycling

- A. Weather
- B. Climate
- C. The Water Cycle

IV. Plate Tectonics and Rock Cycling

- A. Layered Structure of the Earth
- B. Earth Changes Over Time
- C. Plate Tectonics
- D. Evidence of Plate Tectonics

V. Natural Hazards

- A. Landslides and Floods
- B. Hazardous Weather Conditions
- C. Earthquakes and Volcanoes

VI. Cells and Systems

- A. Cells
- B. Cell Division
- C. Cells, Organs, Organ Systems

VII. Science Biographies

Visual Arts

Resources:

- Eyewitness Companions: Art, Robert Cumming, DK Eyewitness
- Eyewitness: Renaissance, Alison Cole, DK Eyewitness
- Core Knowledge Art Sequence large prints

I. Art History: Periods and Schools

- A. Classical Art: The Art of Ancient Greece and Rome
- B. Gothic Art and Architecture

- C. Rococo
- D. Neoclassical Art and Architecture
- E. Romantic
- F. Realism
- G. Impressionism
- H. Post-Impressionism
- I. Architecture in the Age of the Industrial Revolution

Music

Resources:

- Core Knowledge Music Collection, Grades 6, Core Knowledge Foundation

- I. Elements of Music
- II. Classical Music: From Baroque to Romantic
 - A. Baroque
 - B. Classical
 - C. Romantic
- III. Songs

Latin

Resources:

- Wheelock's Latin, Frederic M. Wheelock and Richard A. LaFleur
- Lingua Latina per se Illustrata, Pars I

SEVENTH GRADE

Phonics & Literacy

Resources:

- Get Smart: Grammar through Sentence Diagramming, Elizabeth O'Brien
- Sentence Diagramming Reference Manual: How to Diagram Anything, Elizabeth O'Brien
- Sentence Diagramming Exercises: An Introduction to Sentence Diagramming, Elizabeth O'Brien

English Language Arts

Resources:

- Realms of Gold Vol II, Core Knowledge Foundation

- I. Listening and Speaking
 - A. Classroom Discussion (7SL1, 7SL1a-d, 7SL2, 7SL3)
 - B. Presentation of Ideas and Information (7SL4, 7SL5, 7SL6)
- II. Reading
 - A. Reading Comprehension and Response—All Texts (7SL1, 7SL2, 7SL3, 7SL4, 7SL5, 7SL6)
 - B. Reading Comprehension—Fiction, Drama, Poetry (7SL1, 7SL2, 7SL3, 7SL4, 7SL5, 7SL6)
 - C. Reading Comprehension—Nonfiction and Informational Text (7SL1, 7SL2, 7SL3, 7SL4, 7SL5, 7SL6)
- III. Writing
 - A. Writing to Reflect Audience, Purpose, and Task (7W1, 7W2, 7W3, 7W4, 7W5, 7W6, 7W7)
 - B. Writing to Analyze and Understand Text (7W1, 7W2, 7W3, 7W4, 7W5, 7W6, 7W7)
 - C. Conducting Research (7W6, 7W7)
 - D. Narrative Writing (7W3)
 - E. Informative/Explanatory Writing (7W2)
 - F. Persuasive Writing/Opinion (7W1)
- IV. Language Conventions (7L3, 7L4, 7L5, 7L6)

- A. Command of Language (7L3)
 - B. Spelling (Anchor Standards L2)
 - C. Grammar (Anchor Standards L1)
 - D. Capitalization and Punctuation (Anchor Standards L1)
 - E. Vocabulary (7L3, 7L4, 7L5, 7L6)
- V. Poetry
- A. Poems
 - B. Elements of Poetry
- VI. Fiction, Nonfiction, and Drama
- A. Short Stories
 - B. Novels / Novellas
 - C. Elements of Fiction
 - D. Essays and Speeches
 - E. Autobiography
 - F. Drama
 - G. Literary Terms
- VII. Foreign Phrases Commonly Used in English

History and Geography

Resources:

- A History of the United States, Core Knowledge Foundation
- A History of the American People, Paul Johnson
- The American Republic Primary Sources, Bruce Frohnen
- The American Primer: Daniel J Boorstin

A Survey of American History

- I. Early Americans and First Europeans
 - A. How People Came to America
 - B. Indigenous Societies in Central and South America
 - C. Indigenous Societies in North America
- II. European Exploration and Colonization of the Americas
 - A. The Vikings
 - B. Quest For Spices
 - C. Early Spanish Exploration and Settlement
 - D. Search for the Northwest Passage
- III. European (English) Colonization of North America (1500–1750)
 - A. Beginnings of English Colonization in North America
 - B. Southern Colonies
 - C. New England Colonies
 - D. Middle Colonies
- IV. The Revolutionary War (1750–1783)
 - A. Background: The French and Indian War
 - B. Causes and Provocations
 - C. The Revolution
- V. Creating a Constitution for the United States (1783–Present)
 - A. Main Ideas Behind the Declaration of Independence
 - B. Making a New Government: From the Declaration to the Constitution
- VI. The New Republic and the War of 1812 (1789–1820s)
 - A. Early Presidents and Politics
 - B. The War of 1812
- VII. Westward Expansion Before the Civil War (1820s–1860)
 - A. Exploration of the Western Frontier
 - B. Pioneers Move West
 - C. Native American Resistance
 - D. Conflict with Mexico

- VIII. The Civil War and Reconstruction (1820–1877)
 - A. Toward the Civil War
 - B. The Civil War
 - C. Reconstruction
- IX. Westward Expansion After the Civil War (1860s–1877)
 - A. Increased Movement West
 - B. Impact on Indigenous People
- X. Immigration, Industrialization, and Urbanization (1865–1914)
 - A. Immigration
 - B. Industrialization and Urbanization
- XI. Social Movements and Reforms (1865–1920)
- XII. World War I (1914–1919)
 - A. America Becomes a World Power
 - B. World War I: “The Great War,” 1914–1918
 - C. First World War in Russia and Revolution
- XIII. The Twenties and the Great Depression (1919–1939)
 - A. The Twenties
 - B. The Great Depression
 - C. The New Deal
- XIV. World War II (1935–1945)
 - A. Origins of the Second World War
 - B. Onset of World War II in Europe
 - C. The United States in the Early Years of the War
 - D. The United States Enters the War
 - E. Immediate Aftermath
- XV. Postwar America and the Cold War, Vietnam, and the Age of Civil Rights (1945–1975)
 - A. Origins of the Cold War
 - B. The Korean War
 - C. America in the Cold War
 - D. The Vietnam War
 - E. The Civil Rights Movement During the Cold War
- XVI. The United States at Home and on the World Stage (1975–2000)
 - A. Social and Technological Change
 - B. The Rise of Social and Environmental Activism
 - C. Presidents and Politics
- XVII. The Challenges Ahead and Powerful Voices (2001–Present)
 - A. American Society in the Early Twenty-First Century
 - B. Presidents and Politics

Mathematics

Resources:

- Dimensions Math: Common Core, 7A & 7B, a Singapore Math Program
- Dimensions Mathematics: Workbook for 7A & 7B, a Singapore Math Program
- Dimensions Mathematics: Workbook Solutions 7A & 7B, a Singapore Math Program
- Dimensions Mathematics: Teaching Notes and Solutions for, 7A & 7B, a Singapore Math Program
- a. Factors and Multiples
- b. Real Numbers (N 7.NS)
- c. Introduction to Algebra (N 7.EE)
- d. Algebraic Manipulation (N 7.EE)
- e. Simple Equations in One Variable (N 7.EE)
- f. Ratio, Rate, and Speed (N 7.RP)
- g. Percentage (N 7.RP)
- h. Angles, Triangles, and Quadrilaterals (N 7.G)

- i. Number Patterns
- j. Coordinates and linear graphs (N 7.EE)
- k. Inequalities (N 7.EE)
- l. Perimeters and areas of plane figures (NY 7.G)
- m. Volumes and Surface Areas of Solids (NY 7.G)
- n. Proportions (NY 7.G)
- o. Data Handling (NY 7.G)
- p. Probability of Simple Events (NY 7.G)
- q. Probability of Combined Events (N 7.SP)

Science

Resources:

- Science Explorer series (Student and Teachers Editions): Cells and Heredity, Chemical Building Blocks, Chemical Interactions
- Science Explorer series: Earth's Changing Surface, Human Biology and Health, The Nature of Science and Technology, Integrated Lab Manual

- I. Chemical Reactions and Matter
 - A. Matter in Chemical Reactions
 - B. Atoms, Elements, and Compounds
 - C. Chemical Bonds
- II. Chemical Reactions and Energy
 - A. Chemical Reactions and Energy
 - B. Using Energy in Chemical Reactions
- III. Metabolic Reactions
 - A. Humans and Food
 - B. Energy for Life
 - C. Cellular Respiration
- IV. Matter Cycling and Photosynthesis
 - A. Cycles in Nature
 - B. Photosynthesis
 - C. Matter and Energy in Ecosystems
- V. Ecosystem Dynamics
 - A. Ecosystems
 - B. Changes in Ecosystems
- VI. Earth's Resources and Human Impact
 - A. Natural Resources
 - B. Environmental Protection
- VII. Science Biographies

Visual Arts

Resources:

- Eyewitness Companions: Art, Robert Cumming, DK Eyewitness
- Eyewitness: Renaissance, Alison Cole, DK Eyewitness
- Core Knowledge Art Sequence large prints

- I. Art History: Periods and Schools
 - A. Fauvism/Expressionism
 - B. Cubism
 - C. Surrealism
 - D. Abstract Expressionism
 - E. Other Developers of Abstraction
- II. Organic Architecture

Music

Resources:

- Core Knowledge Music Collection, Grades 7, Core Knowledge Foundation

I. Elements of Music

II. Classical Music: Romantic and Patriotic

A. Romantic Composers and Works

B. Music and National Identity

III. American Musical Traditions

Latin

Resources:

- Lingua Latina per se Illustrata, Pars I: Familia Romana, Hans H. Orberg
- Lingua Latina per se Illustrata, Pars I: Latine Disco Student Manual, Hans Orberg
- Workbook for Wheelock's Latin, Paul Comeau and Richard A. LaFleur
- Thirty-Eight Latin Stories Designed to Accompany Wheelock's Latin, Anne Groton and James May

EIGHTH GRADE

Phonics & Literacy

Resources:

- Get Smart: Grammar through Sentence Diagramming, Elizabeth O'Brien
- Sentence Diagramming Reference Manual: How to Diagram Anything, Elizabeth O'Brien
- Sentence Diagramming Exercises: An Introduction to Sentence Diagramming, Elizabeth O'Brien

English Language Arts

Resources:

- Realms of Gold, Vol III, Core Knowledge Foundation

I. Listening and Speaking

A. Classroom Discussion (8SL1, 8SL1a-d, 8SL2, 8SL3)

B. Presentation of Ideas and Information (8SL4, 8SL5, 8SL6)

II. Reading

A. Reading Comprehension and Response—All Texts (8SL1, 8SL2, 8SL3, 8SL4, 8SL5, 8SL6)

B. Reading Comprehension—Fiction, Drama, Poetry (8SL1, 8SL2, 8SL3, 8SL4, 8SL5, 8SL6)

C. Reading Comprehension—Nonfiction And Informational Text (8SL1, 8SL2, 8SL3, 8SL4, 8SL5, 8SL6)

III. Writing

A. Writing to Reflect Audience, Purpose, and Task (8W1, 8W2, 8W3, 8W4, 8W5, 8W6, 8W7)

B. Writing to Analyze and Understand Text (8W1, 8W2, 8W3, 8W4, 8W5, 8W6, 8W7)

C. Conducting Research (8W6, 8W7)

D. Narrative Writing (8W3)

E. Informative/Explanatory Writing (8W2)

F. Persuasive Writing/Opinion (8W1)

IV. Language Conventions (8L3, 8L4, 8L5, 8L6)

A. Command of Language (8L3)

B. Spelling (Anchor Standards L2)

C. Grammar (Anchor Standards L1)

D. Capitalization and Punctuation (Anchor Standards L1)

E. Vocabulary (8L3, 8L4, 8L5, 8L6)

V. Poetry

- A. Poems
- B. Elements of Poetry
- VI. Fiction, Nonfiction, and Drama
 - A. Short Stories
 - B. Novels
 - C. Elements of Fiction
 - D. Essays and Speeches
 - E. Autobiography
 - F. Drama
 - G. Literary Terms
- VII. Foreign Phrases Commonly Used in English

History and Geography

Resources:

- A History of the United States, Core Knowledge Foundation
- A History of the American People, Paul Johnson
- The American Republic Primary Sources, Bruce Frohnen
- The American Primer: Daniel J Boorstin

World History

- I. Mesopotamia
 - A. Geography
 - B. Background
- II. Ancient Egypt and Kush
 - A. Geography of Region
 - B. Government and Rulers
 - C. Belief Systems
 - D. Structures and Contributions
 - E. Decline of the Egyptian Empire
- III. The Israelites
 - A. Geography of Region
 - B. Background
- IV. The Ancient Greeks and Greek Civilization
 - A. Geography of Region
 - B. Background
 - C. Life in Greece
- V. Ancient India
 - A. Geography of South Asia
 - B. Background
 - C. Belief Systems
 - D. Rulers
- VI. Early China
 - A. Geography
 - B. Background
- VII. Rome: Republic to Empire and Roman Civilization
 - A. Geography
 - B. Background
 - C. Life in Ancient Rome
 - D. The Decline of the Republic and Fall of Western Empire
 - E. Byzantium
- VIII. Islamic Civilizations
 - A. Geography
 - B. Pre-Islamic Arabia
 - C. Muhammad
 - D. Islam

- E. Islamic Civilization
- IX. Maya, Inca, and Aztec Civilizations
 - A. Geography
 - B. Background: Olmecs and Zapotecs
 - C. The Maya
 - D. The Aztec
- X. Imperial China
 - A. The Mongols
- XI. Europe and Russia in the Middle Ages
 - A. Geography
 - B. Ancient Korea
 - C. Ancient Japan
 - D. Imperial Japan
 - E. SouthEast Asia
- XII. Europe and Russia in the Middle Ages
 - A. Geography
 - B. Background: Europe
 - C. Early Middle Ages
 - D. The Church
 - E. Charlemagne
 - F. High Middle Ages
 - G. Manorialism
 - H. Towns and Expanding Trade
 - I. High Middle Ages Church
 - J. The Crusades
 - K. Late Middle Ages
 - L. Medieval Russia: Background
- XIII. West African Kingdoms
 - A. Geography
 - B. Background
 - C. Africa During Europe's Medieval Period
 - D. Ghana Empire
 - E. Mali Empire
 - F. Songhai Empire: Background
 - G. Europeans in Africa
 - H. Ibn Battuta, Griots, and Oral Traditions
- XIV. Renaissance and Reformation
 - A. Geography
 - B. Background
 - C. Trade and Power
 - D. The Humanists
 - E. New Art and Architecture
 - F. Renaissance Florence
 - G. The Printing Press
 - H. Religious Reformation
 - I. Politics and Religion
- XV. Exploration, Trade, and Settlement
 - A. Geography
 - B. The Age of Sail
 - C. Transatlantic Slave Trade
- XVI. The Scientific Revolution and the Enlightenment
 - A. Geography
 - B. Background
 - C. The European Enlightenment
- XVII. Political and Industrial Revolutions
 - A. Geography

- B. Background
- C. Origin of the French Revolution and Revolution
- D. Napoleon Bonaparte
- E. Haitian Revolution
- F. Independence Movements in Latin America
- G. Mexico
- H. The Mexican Revolution and Continuing Conflict
- I. Revolutions in Industry, Agriculture, and New Technology: Background
- XVIII. A World at War
 - A. Geography
 - B. Background
 - C. British Rule in India
 - D. Europeans in Africa
 - E. Berlin Conference
 - F. Italy Becomes a Nation
 - G. German Unification, the Triple Alliance, and the Triple Entente
 - H. The Opening of Japan and the Russo-Japanese War
 - I. Opium Wars and Revolt in China
 - J. French Indochina
 - K. Ottomans on the Decline
 - L. World War I (1914–1918)
 - M. The Russian Revolution
- XIX. World War II and the Postwar World
 - A. Geography
 - B. Globalization
 - C. Crisis in Weimar
 - D. Italy
 - E. The Soviet Union
 - F. Countries at War Before World War II
 - G. German Expansion and Beginning of World War II
 - H. Eastern Front
 - I. North Africa and Italy
 - J. The Holocaust
 - K. D-Day to V-E Day
 - L. War in the Pacific
 - M. The Atom Bomb
 - N. After World War II
- XX. East and Southeast Asia in the Second Half of Twentieth Century
 - A. Geography
 - B. Globalization
 - C. People's Republic of China
 - D. The Cultural Revolution
 - E. Korea's Civil War
 - F. Life in North and South Korea
 - G. Vietnam
 - H. Japan
- XXI. Europe in the Second Half of the Twentieth Century
 - A. Geography
 - B. Globalization
 - C. The Iron Curtain
 - D. The Atomic Age
 - E. European Development and Changes
 - F. The Soviet Union Collapses
 - G. The Break-up of Yugoslavia
 - H. Toward a United Europe
- XXII. Africa and the Middle East in the Second Half of the Twentieth Century

- A. Geography
- B. Background
- C. Colonialism Ends
- D. Struggles and Civil Wars
- E. South Africa
- F. Africa's Successes and Achievements
- G. The Middle East
- H. Israel and Regional Conflict
- I. Egypt
- J. Revolution in Iran
- K. Conflicts in the Persian Gulf
- XXIII. Latin America in the Second Half of the Twentieth Century
 - A. Geography
 - B. Background
 - C. Guatemala
 - D. Panama
 - E. Nicaragua
 - F. El Salvador
 - G. South America: Brazil
 - H. Argentina
 - I. Columbia
 - J. Military Dictatorships in Latin America
 - K. Cuba
 - L. Haiti and the Dominican Republic
- XXIV. Modern World Events, Challenges, and Successes
 - A. Geography
 - B. Globalization
 - C. Population Challenges
 - D. Migrating Populations
 - E. Conflict and Revolution
 - F. Climate Change
 - G. Science, Technology, Medicine

Mathematics

Resources:

- The Key to Algebra, Julie King and Peter Rasmussen
- a. Operations on Integers (AI N.RN)
- b. Variables, Terms, and Expressions (N 8.EE)
- c. Equations (AI A.REI)
- d. Polynomials (AI A.SSE), (AI A.APR)
- e. Rational Numbers (AI N.RN)
- f. Multiplying and Dividing Rational Expressions (NY 8.NS)
- g. Adding and Subtracting Rational Expressions (NY 8.NS)
- h. Graphs (AI A.REI)
- i. Systems of Equations (AI A.REI)
- j. Square Roots and Quadratic Equations (NY 8.EE)

Science

Resources:

- Science Explorer series: Integrated Lab Manual, The Nature of Science and Technology
- Science Explorer series: Motion, Forces, and Energy, Sound and Light, Electricity and Magnetism
- Conceptual Physics by Paul Hewitt

- I. Contact Forces
 - A. Motion
 - B. Contact Forces
 - C. Collisions
- II. Sound Waves
 - A. Sound Waves and Sound
- III. Forces at a Distance
 - A. Non-Contact Forces
 - B. Magnetism and Electricity
 - C. Gravity
- IV. Earth in Space
 - A. Earth, Moon, Sun
 - B. Solar Systems
 - C. Stars and Galaxies
- V. Genetics
 - A. Genetics
 - B. Mutations
 - C. Sexual and Asexual Reproduction
- VI. Natural Selection and Common Ancestry
 - A. Natural Selection
 - B. Evidence of Common Ancestry
 - C. Evolution
- VII. Science Biographies

Visual Arts

Resources:

- Eyewitness Companions: Art, Robert Cumming, DK Eyewitness
- Eyewitness: Renaissance, Alison Cole, DK Eyewitness
- Core Knowledge Art Sequence large prints

- I. Art History: Periods and Schools
 - A. Modern Representational Painting
 - B. 20th Century Photography
 - C. 20th Century Sculpture
 - D. Contemporary Art
- II. Post-Modern Architecture

Music

Resources:

- Core Knowledge Music Collection, Grades 8, Core Knowledge Foundation

- I. Elements of Music
- II. Non-Western Music
- III. Classical Music: Modern and Patriotic
 - A. Music and National Identity
 - B. Modern Music IV. Modern Musical Performers
- V. Vocal Music
 - A. Opera
 - B. American Musical Theater
 - C. Song Ballads

Latin

Resources:

- Wheelock's Latin, Frederic M. Wheelock and Richard A. LaFleur
- Workbook for Wheelock's Latin, Paul Comeau and Richard A. LaFleur
- Wheelock's Latin Reader: Selections from Latin Literature, Frederick M. Wheelock and Richard A. LaFleur
- Thirty-Eight Latin Stories Designed to Accompany Wheelock's Latin, Anne Groton and James May
- New Latin Grammar, J. H. Allen and J. B. Greenough
- Lingua Latina per se Illustrata, Pars I: Familia Romana, Hans H. Orberg
- Lingua Latina per se Illustrata, Pars I: Latine Disco Student Manual, Hans Orberg

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 the 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 will 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.***

Promotion criteria will be explained to parents at the orientation meeting as well as in the student/parent handbook distributed to all families at the beginning of the school year. Academic achievement and promotion will be reported to parents via report cards, which will be disseminated each quarter. The final report card of the academic year will notify parents that their students have been promoted to the next grade level.

In line with NYS standards, students missing 18 full days of school (10% of the school year) or having 25 tardies will be considered to be chronically absent and will be automatically considered for retention. Extenuating circumstances, such as working remotely during an extended illness, will be considered on a case-by-case basis after discussion with the school leader, SEAC, teacher, and family. Families will be reminded of this policy after 10 and again after 15 absences so that they have time to correct it before reaching 18. Students at FLCACS will not pass to the next grade until they have satisfactorily mastered the core of their current grade. We will make every effort that the decision to retain a student be used sparingly. Our intention is to set every student up to succeed. On the rare occasion that a student is struggling too much to pass to the next grade, the decision will be made in coordination with the Special Education team and the family.

We believe that students promoted beyond their ability level are set up for future failure; over time they generally fall farther behind, which is not helpful to them academically or emotionally. Students will be assessed through class work, regular assignments, periodic tests, and portfolios, the levels of which will meet or exceed district, state and national requirements to help discern the best path for the student.

Children with special needs, having been evaluated and requiring an IEP, will be exempted from this policy, should it be deemed unproductive for their well-being and progress.

FLCACS will not graduate students until 2031, but will plan on offering diplomas in line with NYS requirements at the time, such as Local, Regents, and Advanced Regents Diplomas. The rigorous academic program, along with the character formation taught through virtue study and literature, will provide FLCACS students with the following characteristics that will enable them to succeed in whatever course of life they choose after high school.

Both the study of such logical subjects as math, Latin, and the Socratic Method will help students to think carefully and reasonably to solve problems. The study of rhetoric and the constant exposure to complex language and well organized writing will prepare students to become precise in their use of words, to organize their thoughts carefully, and to tailor their speech to an intended audience. Classical

education requires a diligent work ethic. A student formed in this environment has learned the requirements of success, self-restraint, and hard work.

f. Programmatic Audit:

Describe a plan for 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, who may include outside consultants;***
- ***Description of the 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.***

At the end of each year of operation, audits will be performed to evaluate the overall success of FLCACS. Ongoing assessment is important to reach the goal of graduating confident, capable students with both the intellectual training to prepare students for college and their future careers, and the cultivation of moral purpose, to give them a solid foundation in moral character and virtue that will enable them to flourish and live happy lives.

Academic Audit:

The process of academic audit involves stages of self-reflection, collaboration, teamwork, and peer feedback. FLCACS will be accountable for student progress in the academic areas of the New York State assessments. During the year, we plan to use Aimsweb, STAR assessments for reading and math and Acadience DIBELS.

Students will be given standardized assessments in the fall to measure and capture baseline data on each student. This will drive professional development for staff and the curriculum supports for each student. Students will be given a mid-year standardized assessment to measure progress. The school leaders will use data from the tests to choose and refine professional development opportunities for the teachers and staff. Grade-grouped teachers will work together to identify common gaps and implement strategies to address these gaps. Teachers will also be giving informal assessments throughout the school year to help gauge where the students are at and what kinds of supports they need to reach the next level.

Year-end standardized testing, such as the Stanford Achievement Test, the California Achievement Test, or the Terra Nova, will be used as long as they are available (which was an issue during the pandemic).

Due to our focus on basic skills and any necessary interventions, we anticipate steady growth in standardized test measures. These predictions are based in part on the success of the BCSI schools, which we have used as a model.

Academic auditors are volunteers (primarily faculty) who receive training on education quality processes and academic audit methodology. Their role is to highlight examples of exemplary practice, note areas for improvement, and evaluate approaches to educational quality practices. The School Leader will consider bringing in outside consultants to assist in the academic audit if the consensus of the School Leader, Curriculum Leader, and the SEAC is that the faculty needs further training to accomplish the audit properly. This decision will require Board approval.

FLCACS will also conduct an annual survey given at the end of each school year. It will include a variety of measurable questions concerning educational satisfaction and will have a minimum response rate of 75% with a goal of 85% or greater.

Governance Audit:

FLCACS will be accountable to the State of New York for financial soundness through regular audits. Each year, FLCACS will operate on a balanced budget with revenues equaling or exceeding expenses. An evaluation of the cost-effectiveness of supplies, curriculum, etc. as evaluated by the school staff. The Business Leader will meet with the treasurer on a monthly basis to create monthly reports for the Board of Trustees. All budgets will be analyzed and reported on. Each month's trial balance will balance.

FLCACS will hire an external audit firm to complete annual audits commencing in August each year to meet the state's and the SUNY Charter School Institutes' October deadline for audited financials. The school will also submit Forms 5500 and 990 on time.

Each year FLCACS will take timely corrective action, if needed, to address any internal control of compliance deficiencies identified by its external auditor or its authorizer. Financial Accountability will be provided with the support of a Certified Public Accountant. All financial documents will be shared with parents and the greater community through the FLCACS Board. Outside firms will be researched for assessment purposes.

FLCACS will comply with all applicable laws, rules, and regulations, including but not limited to the New York Charter Schools Act, the New York Freedom of Information Law, the New York State Open Meetings Law, the Federal Individuals with Disabilities Education Act, the Federal Family Educational Rights and Privacy Act, and the by-laws of the FLCACS Charter. FLCACS will maintain a relationship with independent legal counsel who will review relevant policies, documents, and incidents, using their legal expertise to make recommendations as deemed necessary by counsel.

Operations Audit:

Conducting a safety and security audit of FLCACS will consist of the following:

- An assessment of facility and district policies and procedures.
- Possible surveys or interviews of students, teachers, staff, and parents.
- A visitor assessment for safety and visitor management procedures.
- A walk through of the interior and exterior of the school with the School Leader for a visual assessment of grounds and documents.
- A written report of audit findings with commendations and recommendations.

Accountability:

FLCACS is accountable to its students, families, and community. Results of these evaluations will be shared with the extended community and stakeholders. The Board will prepare a report based on all audit results, academic, governance, and operational. This report will be published, within a reasonable time, after the completion of all three audits, before the beginning of the upcoming school year. Public comment input will be welcomed, discussed, and incorporated into future programs.

R-06g Draft Accountability Plan

Complete the Accountability Plan Template available on the Institute's website. The web page includes additional details to assist the applicant in drafting the required SUNY 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.

NOTE: Much of the Institute's Accountability Plan template centers on the results of annual state exams, the future administration of which may be uncertain given the circumstances surrounding the COVID-19 pandemic. The Institute encourages applicants to consider other means of accountability and be prepared to discuss them if invited to participate in an interview.

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL Draft Accountability Plan For the Accountability Period of Years 1 -5

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the School Leader. Promotion criteria will be explained to parents at an orientation meeting as well as in the student/parent handbook distributed to all families at the beginning of the school year. Academic achievement and promotion will be reported to parents via report cards, which will be disseminated every six weeks. The final report card of the academic year will notify parents if their students have been promoted to the next grade level.

Mastery shall be determined as follows:

- Course assignments and unit evaluation shall be given to determine student grades in a subject. An average of 65 or higher shall be considered a passing grade.
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit and final exams, or may be administered separately. Mastery of at least 65 percent of the objectives shall be required.

Grades K–2: In grades K-2, promotion to the next grade level shall be based on successful performance as documented on the report cards, meeting the New York State Standards for Language Arts and Mathematics, and meeting the state minimum attendance requirements.

Grades 3–5: In grades 3-5, promotion to the next grade level shall be based on an overall average of 65 on a scale of 100 based on the New York State Standards and the Core

Knowledge Sequence for all applicable subject areas. In addition to an overall grade of 65 or above, a student shall have a minimum grade of 65 in each of the following areas: English Language Arts, Mathematics, Science, and History. Promotion to the next grade level shall also require meeting the state minimum attendance requirements.

Grades 6–8: To be promoted from grade 6 to grade 7, from grade 7 to grade 8, and from grade 8 to grade 9, students must meet all of the following criteria:

- Earn a yearly average of 65 or above in each of the subjects of English Language Arts, Mathematics, Science and History.
- Earn an overall average of 65 when all subjects (core and electives) taken are averaged together.
- Meet the state-mandated requirement for attendance.

Mathematics

GOAL 1: All Students at FLCACS will be proficient in Mathematics.

- **Goal 1A: Absolute Measure:** Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the state's grade 3 - 8 Common Core Mathematics Exam. Statistics from the BCSI Schools have proven that students tend to be highly successful in State testing even though classical materials do not teach directly to the test.
- **Goal 1B: Absolute Measure:** Each year, the school's aggregate Performance Level Index (PLI) on the state exams will meet that year's Annual Measurable Objective (AMO) set forth in New York State's ESEA accountability system.
- **Goal 1C: Comparative Measure:** Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of students in the same tested grades in the local school district.
- **Goal 1D: Comparative Measure:** Each year, the school will exceed its predicted level of performance on the state Mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.
- **Goal 1E: Growth Measure:** Each year, under New York State's Growth Model the school's mean unadjusted growth percentile in Mathematics for all tested students in grades 4 - 8 will be above the state's unadjusted median growth percentile.

English Language Arts

Goal 2: All Students at FLCACS will be proficient in English Language Arts.

- **Goal 2A: Absolute Measure:** Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the state's grade 3 - 8 Common Core English Language Arts Exam. Statistics from the BCSI Schools have proven that students tend to be highly successful in State testing, regardless of the fact that Classical Curriculums are used to educate them.

- **Goal 2B: Absolute Measure:** Each year, the school's aggregate Performance Level Index (PLI) on the state exams will meet that year's Annual Measurable Objective (AMO) set forth in New York State's ESEA accountability system.
- **Goal 2C: Comparative Measure:** Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of students in the same tested grades in the local school district.
- **Goal 2D: Comparative Measure:** Each year, the school will exceed its predicted level of performance on the state English Language Arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.
- **Goal 2E: Growth Measure:** Each year, under New York State's Growth Model the school's mean unadjusted growth percentile in English Language Arts for all tested students in grades 4 - 8 will be above the state's unadjusted median growth percentile.

Science

Goal 3: All Students at FLCACS will be proficient in Science.

- **Goal 3A: Absolute Measure:** When the state tests are taken in 4th and 8th grades, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the state exam.
- **Goal 3B: Comparative Measure:** Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of students in the same tested grades in the local school district.

Fiscal Responsibility

Goal 4: FLCACS will make sound decisions and effective, responsible use of financial resources.

- **Goal 4A: Absolute Measure:** Each year, the school will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses. The budget will be created based on a shared-decision making model with key stakeholder involvement. Financial reports will be presented at monthly Board meetings. Progress will be continually monitored and adjusted as needed with Board approval.
- **Goal 4B: Absolute Measure:** Beginning with the school's first operating year, at the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.
- **Goal 4C: Absolute Measure:** Each year, the school will conduct its fiscal practices in accordance with GAAP standards, including, but not limited to, the areas of internal control and compliance with best practices as set forth by its external auditor, SED, or the Board of Trustees/School Management. Audit corrective action plans will be addressed timely, if needed.

Legal Compliance

Goal 5: FLCACS will be in legal compliance.

- **Goal 5A: Absolute Measure:** Each year, the school will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the NY Charter Schools Act, the NY Freedom of Information Law, the NY Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of its by-laws and charter.
- **Goal 5B: Absolute Measure:** Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.
- **Goal 5C: Absolute Measure:** Each year, the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the Board of Trustees, if any.

Enrollment

Goal 6: FLCACS will increase enrollment each year.

- **Goal 6A: Absolute Measure:** The school will meet projected enrollment targets.
- **Goal 6B: Absolute Measure:** More than 85% of the students who successfully complete the year will re-enroll for the following year.
- **Goal 6C: Absolute Measure:** The school will average a daily attendance rate of least 94%.

Parent Satisfaction

Goal 7: Parents will demonstrate satisfaction with the academic program @ FLCACS as measured by an annual survey given at the end of each school year, which will, on average, exceed 85% with at least 75% of families responding.

R-07ac Schedule

a. School Calendar

Provide a copy of the school's proposed calendar for its first year of operation that clearly articulates the following, and which demonstrates compliance with New York State requirements for minimum instructional hours, which all schools must provide:

- *Total number of days of instruction for the school year including whole and half days;*
- *Total number of hours of instruction for the school year including and not including additional instructional time outside school hours such as tutoring;*
- *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.*

Provide a narrative to explain any aspects of the calendar that are not evident on the firstyear calendar or where further explanation is necessary.

The following 2024-2025 calendars outline the course of the school year, which is divided into four quarters and includes 182 total days in school (student contact days) and an additional 10 staff development days. FLCACS has a 5.83-hour day (350 minutes of instructional time) for Grades 1-4, and Grade K has a 5.25-hour day (315 minutes of instructional time). This equates to a total number of student hours in school for Grades 1-4 for the year is 1,061.67 and for Grade K the yearly total is 955.5 hours.

First Year Calendar is on the next page

Finger Lakes Classical Academy Charter School

2025-2026 Calendar

Board Approved:

September

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

September: 20

Aug 25,26,27,28: Staff Devel.

Sep 2: Staff Devel.

1 - Labor Day

**3 - first day of school

February

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

February: 16

16 - Presidents Day

17-18 - No School: Staff Devel.

19-20 - Winter recess

October

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

October: 20

13 - Columbus Day

*24 Parent Conferences

12:00 - 7:00 pm

31- No School: Staff Devel.

March

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

March: 21

16- No School: Staff Devel.

November

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

April

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

November: 16***7* - End of Marking Period 1**

10 - Veteran's Day

26-28 - Thanksgiving Break

April: 17***10* - End Marking Period 3**

13-17 - Spring Break

December

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

December: 17

24-31: Christmas Break

May

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

May: 19

23 - Staff Devel. No School

26 - Memorial Day

January

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

January: 19

1-New Years Day, 2: Break

19 - Martin L King Jr

30* - End Marking Period 2*June**

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

June: 19***19* End of M.P. 4**

25 - Last Day of School

26 - Staff Devel. No School

Box = NO SCHOOL for STUDENT

B. 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 clearly identifies the minimum number of weekly minutes the school will devote to individual core academic subjects in each grade (e.g., ELA, mathematics, science, and social studies), and the total number of instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.); and,***
- ***A sample student schedule for a typical week.***

K-4 Schedule

1. English and math are best scheduled in the morning when the students are most alert.
2. English literacy subjects are best taught at the beginning of the day in grades K-4. This schedule also allows parent volunteers to participate right after they bring their children to school, primarily in grades 1 and 2.
3. In the elementary grades, "Reading" means the students read the practice reading books in their ability-grouped circles. "Literature" means the teacher is teaching a work of literature to all the students in the classroom.
4. A common math block across all elementary grades permits ability grouping of the students.
5. The specials (Music, Art, PE, Language) normally meet every other day.
6. Daily opening activities (attendance recording, pledge of allegiance, recitations, and announcements) are best done in the classroom.
7. Lunch is staggered somewhat to prevent overcrowding of the lunchroom and playground. Recesses and restroom breaks are scattered throughout the schedule.
8. Teachers have prep time during the music/art/language/P.E. specials.

Student schedule								
Time	Min	K	Time	Min	1st	2nd	3rd	4th
8:15 8:25	10	Morning work	8:15 8:25	10	Opening	Opening	Opening	Opening
8:25 8:35	10	Opening	8:25 8:55	30	Reading	Reading	Reading	Reading
8:35 8:55	20	Phonics	8:55 9:25	30	Phonics Spelling	Phonics Spelling	Phonics Spelling	Phonics Spelling
8:55 9:25	30	Reading Spelling	9:25 9:55	30	Grammar Handwriting	Grammar Handwriting	Grammar	Grammar
9:25 9:45	20	History	9:55 10:35	40	Literature	Literature	Literature	Literature
9:45 10:15	30	Recess Snack	10:35 11:15	40	Singapore Math	Singapore Math	Singapore Math	Singapore Math
10:15 10:55	40	Singapore Math	11:15 11:35	20	Lunch	Lunch	Recess	Recess
10:45 11:35	40	Specials: PE / Music / Art	11:35 11:55	20	Recess	Recess	Lunch	Lunch
11:35 12:05	30	Storytime	11:55 12:35	40	Specials: PE, Music, Art	MW language TR Geography F- recitation	History	Science
12:05 12:25	20	Lunch	12:35 1:15	40	Science	Specials: PE, Music, Art	MW language TR Geography F- recitation	History
12:25 12:55	30	Enrichment	1:15 1:55	40	History	Science	Specials: PE, Music, Art	MW language TR Geography F- recitation
12:55 1:25	30	Science	1:55 2:35	40	MW language TR Geography F- recitation	History	Science	Specials: PE, Music, Art
1:25 1:45	20	recess	2:35 2:45	10	Study organize skill	Study organize skill	Study organize skill	Study organize skill
1:45 2:05	20	Literature	2:45 2:55	10	Dismissal	Dismissal	Dismissal	Dismissal
2:05 2:25	20	Recitation						
2:25 2:55	30	Playtime Dismissal						

C. Teacher Schedule

For each division of the school, provide a sample teacher schedule for a typical week of instruction including:

- *Length of teachers' workday;*
- *Time devoted to core teaching assignments, planning, and other activities.*

All teachers will be expected to arrive at school 30-45 minutes before classes begin and will remain after school for approximately the same amount of time. This will be a flexible time schedule, based on teacher need and performance, as long as a minimum of 5 additional hours (hours outside of classroom activities) of planning and preparation occur per week.

In addition, all teachers will be required to have "office hours" two days/week minimum. Office hours will be used for but not limited to the purpose of room cleanliness/organization, professional development outside of scheduled calendar days, communication with administration, other teachers, staff, parents, etc., and after-school academic assistance/activities.

All teachers will rotate through a schedule of shared bussing oversight, so as to not place too much of a burden on one or two individuals as well as provide an opportunity for parents to see all of the staff at some point in time. (This rotation will be supplemented by the School Leader, SEAC, Curriculum Leader, and Business Manager when possible.)

Kindergarten teacher schedule			
Time	Min	K	
8:15-8:25	10	Morning work	
8:25-8:35	10	Opening	
8:35-8:55	20	Phonics	
8:55-9:25	30	Reading/Spelling	
9:25-9:45	20	History	
9:45-10:15	30	Recess/snack	

10:15-10:55	40	Singapore Math	
10:45-11:35	40	Specials: PE / Music / Art	Planning period
11:35-12:05	30	Story time	
12:05-12:25	20	Lunch	
12:25-12:55	30	Enrichment	
12:55-1:25	30	Science	
1:25-1:45	20	recess	
1:45-2:05	20	Literature	
2:05-2:25	20	recitation	
2:25-2:55	30	playtime - dismissal	

1st - 4th teacher schedule						
Time	Min	1st	2nd	3rd	4th	
8:15-8:25	10	Opening	Opening	Opening	Opening	
8:25-8:55	30	Reading	Reading	Reading	Reading	
8:55-9:25	30	Phonics/ Spelling	Phonics/ Spelling	Phonics/ Spelling	Phonics/ Spelling	
9:25-9:55	30	Grammar/ Handwriting	Grammar/ Handwriting	Grammar	Grammar	
9:55-10:35	40	Literature	Literature	Literature	Literature	
10:35-11:15	40	Singapore Math	Singapore Math	Singapore Math	Singapore Math	
11:15-11:35	20	Lunch	Lunch	Recess	Recess	
11:35-11:55	20	Recess	Recess	Lunch	Lunch	

11:55-12:35	40	Specials: PE, Music, Art	MW language TR Geography F- recitation	History	Science	Specials planning period - MWF PE - Tues art - Thurs music
12:35-1:15	40	Science	Specials: PE, Music, Art	MW language TR Geography F- recitation	History	
1:15-1:55	40	History	Science	Specials: PE, Music, Art	MW language TR Geography F- recitation	
1:55-2:35	40	MW language TR Geography F- recitation	History	Science	Specials: PE, Music, Art	
2:35-2:45	10	Study organize skill	Study organize skill	Study organize skill	Study organize skill	
2:45-2:55	10	dismissal	dismissal	dismissal	dismissal	
2:50-3:00	10	bus duty-1 day/wk rotate w/K-4 teachers	bus duty-1 day/wk rotate w/K-4 teachers	bus duty-1 day/wk rotate w/K-4 teachers	bus duty-1 day/wk rotate w/K-4 teachers	
3:00-4:00	60	office hours-2 days/wk minimum	office hours-2 days/wk minimum	office hours-2 days/wk minimum	office hours-2 days/wk minimum	

R-08ad Specific Populations

Responses to Request 8 should reference and address the needs of the school's target population and demonstrate a detailed understanding of the population of students to be served, as well as the fit between the proposed school design and the specific at-risk students the school seeks to serve. Responses should demonstrate an understanding of legal requirements and also articulate a clear theory of action as to how the school will meet the needs of at-risk students in a way that reflects the proposed school design, curricula, and personnel.

Each student enters school with a unique road to success. Too often, though, there are complex barriers to their academic success. Learning challenges may include physical, social, developmental, and emotional factors. FLCACS believes that by identifying barriers and providing properly targeted support, the dense and rigorous classical curriculum can close the performance gaps and lead each student to their highest potential.

These barriers are faced most typically by the following specific populations as follows: Struggling Students, which usually include Economically Disadvantaged students, Students with Disabilities, English Language Learners (ELL), and Gifted and Advanced Students.

a. Struggling Students

Discuss the 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, specific curricula, 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.***

Identification: Struggling students are those who do not meet established benchmark expectations for each grade based on New York State standards or ability level as measured by interim exams and/or the annual NYS State Exams, such as scoring a 1 or 2 on state exams. Each student's academic proficiency will be screened on a periodic

basis to identify struggling learners in need of additional support [8NYCRR 100.2(ii)(1)(ii)]
Common Screening tools:

http://www.rti4success.org/index.php?option=com_content&task=view&id=1091&Itemid=139.

As mentioned in Section 117.3 of the Regulations of the Commissioner of Education, students with low test scores will be monitored periodically through screenings and ongoing assessments of the student's reading and Math skills. Screenings will convene three times a year: fall, winter, and spring.

Using New York State's Quality Indicator Review and Resource Guides to assess the quality of the school's instructional programs in the areas of literacy and special education will aid the school in solidifying its chosen curriculum and or making any changes.

<http://www.p12.nysed.gov/specialed/techassist/QIcover.htm>.

FLCACS is looking into Fast Bridge by Illuminate. A lot of charter schools and school districts have switched from using iReady to Fast Bridge over the past 2 years. It assesses students and gives teachers specific standards the kids need support with. It also individualizes instruction for students to work (online) on the skills they struggle with.

Classroom teachers have meetings once a month to review the Fast Bridge assessment data (and other classroom assessment data). The SEAC will also attend these meetings to better support the teachers and students. They use this data to input the appropriate scaffolding into their lessons. Teachers can work with the support staff (School Leader and Curriculum Leader) to segment their classes and have additional review sections for enhanced insight into the success of the scaffolding plan.

Fastbridge by Illuminate is centered around MTSS, a 3 tiered system of supports for all students, with targeted supports for those who need more support. All of our teachers and staff will be provided professional development on MTSS. Collecting multiple points of data on each student will help us to determine the tier the child falls into and that will allow us to develop comprehensive support plans to ensure all students are successful.

What are the 3 tiers of MTSS?

The MTSS tiers are:

- MTSS Tier 1 – Universal Instruction.
- MTSS Tier 2 – Targeted, Group Interventions.
- MTSS Tier 3 – Intensive Individualized Interventions.

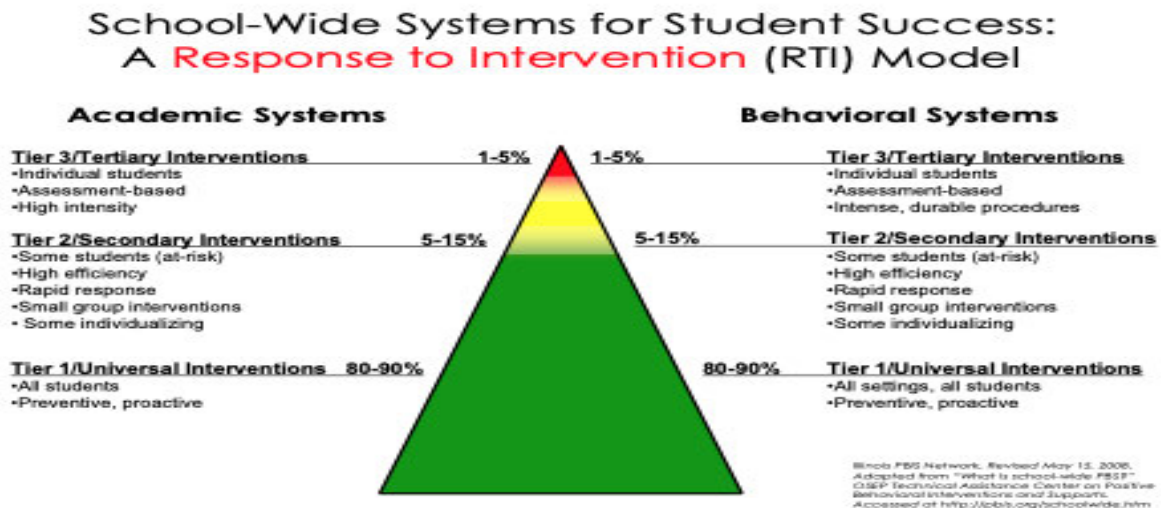


Sep 13, 2019

<https://www.illuminateed.com> › blog › 2019/09 › mtss-tie... ⋮

Support: FLCACS will provide Appropriate Instruction delivered to all students in the general education class by qualified personnel” [8 NYCRR 100.2 (ii) (1) (i)]

They will follow the Three Tier Intervention model of RTI (differing from the 3 Tier breakdown of FastBridge - Pictorial model below) by providing the highest quality of Tier 1, Universal Interventions to the general classroom, which is preventive and proactive. However when a student is still deemed a struggling student a Tier 2 secondary intervention will be in a small group setting, meeting 3-4 times a week, with a trained Literacy teacher/ Math teacher. Tier 3 Interventions will be individualized instruction with a high-intensity rate and tailored intervention strategies.



Proactively, Math and ELA will be handled by grouping students by ability, rather than grade level, so that key basic concepts are not missed. Both the Access Literacy Phonics program, which is rooted in the science of reading methodology, and Singapore Math have internal placement systems. We believe it is more important to work with a student based on where they are when they come to us than to stick to a strict age-grade

correlation. True success leads to true self-esteem and further success; pretending that a student is keeping up does not.

Also proactively, our ELA studies will be using a specific classical series of the tried and true great books. “Good literature, for example, doesn’t introduce a child to ‘kids like me’, but to others who are better — who are just like what the child might become if they fulfill their potential for goodness.”¹ Based on the identification of struggling students, classroom teachers, Special Education teachers, and teaching assistants will provide modifications, along with possible supplemental resources.

Evaluation: Academic progress is monitored for all students with regular (three minimum) assessments throughout the school year, in addition to the New York State Testing Program assessments in Math, English, and Science in grades 3 and 5. If a student is identified as needing Tier 2 or 3 interventions, they can receive tailored instruction from the Special Education teacher or teacher assistant provided to them. Tier 2 students will have progress monitoring once every two weeks. Tier 3 students' progress monitoring will be weekly. Progress monitoring provides routine data that display student growth over time to determine if the student is progressing as expected in the curriculum. (Mellard and Johnson, 2008) At any point throughout the school year, a Support Team, consisting of the classroom teacher, Special Education/ Assessment Coordinator (SEAC), and any related service providers, can convene to discuss, identify, and plan for stronger support services and to tailor the student's overall educational program as needed.

Assessment will also be provided via the Fast Bridge system, which can be used for not only Identification and creating a comprehensive support plan, but for evaluation as well. The combination of regular assessment, Fast Bridge assessment, and continual review of the ongoing support programs will provide ample data for proper evaluation and mid-stream adjustments if needed.

¹ Why Johnny Can't Tell Right From Wrong: And What We Can Do About It (p. 168)

b. Students with Disabilities

Discuss the 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. The Institute strongly recommends that applicants refer to NYSED's Guidance on Charter Schools and Special Education in developing responses. This response must include:

- *A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances;*
- *Discussion of the relationship between the school and the district Committee on Special Education ("CSE");*
- *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), and 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.) and a brief discussion about how specifically the school would ensure that students entitled to these services would continue to receive them in a remote setting;*
- *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 in the general context of the program in addition to the goals and objectives provided in the student's IEP;*
- *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.*
- *The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.*

FLCACS agrees to abide by all assurances as listed below:

FLCACS provides the following assurances regarding the provision of special education and other services to students to be enrolled in the proposed charter school.

- *FLCACS will adhere to all provisions of federal law relating to students with disabilities including IDEA, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act ("ADA") which are applicable to it.*
- *FLCACS will, consistent with applicable law, work with Local Educational Agency ("LEA") school districts to ensure that all students with disabilities that qualify under the IDEA:*
 - o *Have available to them a free, appropriate, public education ("FAPE");*
 - o *Are appropriately evaluated;*
 - o *Are provided with an Individualized Education Program ("IEP");*
 - o *Receive an appropriate education in the least restrictive environment ("LRE");*
 - o *Are involved in the development of and decisions regarding the IEP, along with their parents; and,*
 - o *Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.*
- *FLCACS will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include coordinating with Committees on Special Education ("CSEs"); providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and, working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. FLCACS may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504, and Title II of the ADA.*
- *FLCACS will make available, as required by law, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's CSE and provide such teachers and personnel with copies of the student's IEP.*
- *FLCACS will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.*

- *FLCACS will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act ("FERPA") as they relate to students with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.*
- *The school's special education coordinator will retain such data and prepare such reports as are needed by each disabled student's school district of residence or NYSED in order to permit such entities to comply with federal law and regulations.*
- *FLCACS will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111 and will provide appropriate notification to parents in connection therewith as applicable including notifying them prior to providing a child's name to a CSE for potential evaluation.*
- *FLCACS will not convene its own CSE, make IDEA evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs, or conduct due process hearings. FLCACS understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written.*
- *Appropriate FLCACS personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the SUNY Trustees including those sponsored by the NYSED.*

Identification: FLCACS will identify students with disabilities based on working closely with the Committee on Special Education and any other relevant services to provide services for students with disabilities that are comparable to those received at a district school.

Students may be identified as having a disability either previously to FLCACS enrollment or during their time at FLCACS. For previously identified students, FLCACS will comply with the Federal Child Find requirements (34 CFR §300.125) requiring a procedure for identifying, locating, and evaluating students with disabilities. FLCACS will request student records from the home district so that the IEP is promptly initiated and to secure information necessary for the provision of services.

FLCACS will ensure that a full and individual evaluation is conducted for each student being considered for special education and related services. The evaluation will be completed before the initial provision of special education and related services will be provided and will address whether the student is a "student with a disability" in accordance with federal and state requirements and the educational needs of the student.

For enrolled students who have gone through the support systems in place for struggling students and have not shown sufficient growth, the family is first notified and the Special Education / Academic Success Coordinator makes a referral to the home school district CSE, asking for an evaluation. Once the family has been advised of their rights and has signed consent for testing, formal evaluation by the school psychologist/teacher and/or social worker will begin. An initial CSE meeting will follow to discuss the results and potential IEP.

Resources: Typically, the district shares the IEP with the charter school. We will facilitate meetings between the districts' Special Education Leader and the Charter School's Special Education Leader. These meetings will review the students' goals and progress toward these goals. Successful interventions and a general overview of the children's academic struggles and successes will be shared. Most school districts get 611 IDEA and 619 IDEA funds for all Special Education students that live in the district. The 619 is a large grant that funds OT, PT, Speech, and all the other services. The home school district employs the teachers and specialists that visit charter schools to provide those services. We will employ Special Education teacher(s) who push into classes and also provide resource room support. The number of Special Education teachers we employ is dependent on the number of Special Education students we have.

Inclusion, differentiated instruction, and interactive technology strategies will be implemented as appropriate for students identified with disabilities. Differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. This can be done for the special needs learner with or without technology. Differentiated instruction lends itself to the inclusion of all students into the general education classroom, allowing teachers to meet students where they are in order to help them achieve the highest possible standards.

All special education personnel shall be certified, endorsed, or licensed in the area or areas of assignment in accordance with 34 CFR §300.156 or appropriate state agency credentials. FLCACS will employ, minimally, one certified special education teacher. Additional special education personnel (e.g., teachers, paraprofessionals, and related service providers) will either be employed or contracted depending on students' needs at the school. Using a multi-certified and multi-strength staff will provide students with tailor-made support services to meet each individual need. Additionally, regular communication and documentation updates with students' families will be established and maintained in

order to not only meet state regulations, but in order to ensure the most effective, collaborative approach possible, fostering student success, whether done remotely or in person.

The curriculum itself is identified as a support. Students who are on the high-functioning end of the autism spectrum have been shown to respond well to the orderly, sequential mastery of topics provided by the classical model. Explicit phonics and cursive can be particularly effective for students with dyslexia or dysgraphia and aid in preventing the reversal and inversion of letters.²

As a result of the CSE meeting, FLCACS will make certain that parties are provided hard copies of the IEP. FLCACS will identify the staff responsible for recommended services, arrange for necessary resources, materials, technology, and testing accommodations, and coordinate with any outside resources. In addition to required CSE meetings, team meetings will be held every other week including: classroom teachers, School Leader, the Special Education/ Academic Success Coordinator, and possible Special Education teacher, and when deemed needed, a school psychologist and possible therapists. These professionals will consider the needs of each “at-risk” student and make continual recommendations.

Follow through will be completed by a combination of the classroom teacher, Special Education staff, and any resources provided by the district. Additional resources may include but are not limited to: mental health counseling, speech/ language therapy, occupational therapy, and physical therapy. Services will take place either in the classroom or in pull out sessions based on the IEP population.

Students with disabilities will have available to them the variety of educational programs and services available to students without disabilities, accessible facilities, and the same instructional regular school day as is provided to all other students. In addition, FLCACS will ensure that each child with a disability participates with non-disabled students in non-academic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in law.

Evaluation: The FLCACS School Leader and Special Education/Assessment Coordinator will oversee the school’s compliance with Section 504 of the Rehabilitation

² (<https://psycnet.apa.org/record/1997-05127-000>)

Act of 1973, the IDEA section 504 of the Rehabilitation Act of 1974, prohibiting discrimination on the basis of disability in programs or activities that receive Federal financial assistance from the U.S. Department of Education, and Title II of the ADA, prohibiting discrimination on the basis of disability by state and local governments. Based on the IEP population, the school will employ sufficient certified special education teachers to ensure the proper implementation of each student's IEP.

In both the development and review (and revision as appropriate) of a child's IEP, the IEP team will consider the strengths of the student and the concerns of the parents for enhancing the education of their child, the results of the initial or most recent evaluation of the child, and, if appropriate, the results of the student's performance on any state or district-wide assessment that has been administered. In addition, the IEP team will also consider special factors such as:

- whether a child's behavior impedes his or her learning or the learning of others,
- whether a student is limited English proficient and the language needs of the child as those needs relate to the child's IEP, and
- what the communication needs of the student are and whether the child needs assistive technology devices/services.

Review of the IEP will occur annually or more frequently if the student is not being successful.

Students with IEPs will have annual or periodic program reviews where progress information is shared and additions or alterations to the IEP can be made. Recommendations for goals, services, and accommodations are made and, with the discretion of the CSE chair of the student's district of residence, the final draft of the IEP is developed. Based on student outcomes (measurable test data) and family surveys (based on communication and support), the special education program will be evaluated and compared to district and state outcomes annually by the School Leader, the SEAC, and the FLCACS Board.

The SEAC, in coordination with the FLCACS Special Education teacher, will be required to attend annual training sessions specifically on identification, intervention response, and behavioral intervention, as advised by the US Department of Education Special Education Personnel Development guidelines³. The emphasis of this training should be specifically focused on the improvement of services and results for children with disabilities. The utilization of IDEA formula grants for this specific purpose should guarantee that the training needed for our personnel will be provided.

³<https://basicfba.com/behavior-specialist-training/>

c. English Language Learners

Discuss the 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 consistent with New York State required procedures 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 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;***
- How the school will make all necessary materials available to parents of ELLs in a language that they can understand;***
- How the school will make after-school and other extra-curricular programming accessible to ELLs; and,***
- The process that will be used to evaluate the efficacy of the program and instructors and ensure that the needs of ELL students are being met;***

FLCACS will comply with all applicable laws including the Title VI of the federal Civil Rights Act of 1964, the federal Equal Education Opportunities Act of 1974, and the Commissioner's Regulation Part 154. ELL students are included in school activities regardless of language proficiency.

Identification: The School will administer a home language survey to identify the first/native language(s) of all students enrolled in the school. This home language survey will be administered to ALL students enrolled in the school. The survey will be used during the enrollment process to identify the native language of each new student at the time of enrollment into the school. Documentation of a student's native language will be recorded in the permanent record. FLCACS will implement an identification procedure to survey all students in the school with the following three questions: What is the native language of the student? What language(s) is (are) spoken most often by the student? What language(s) is (are) spoken by the student in the home?

A potential ELL student can then be identified by an ELL Identification & Placement / Home Language Questionnaire given by a bilingual, ESOL teacher, or a qualified teacher trained in the needs of ELL cultural responsiveness, language development, and the needs of ELLs and who is proficient in the home language.

Based on the population, an ENL teacher or a qualified teacher trained in the needs of ELL will be hired to collaborate with classroom teachers. In the event of greater than anticipated enrolled ELL students, FLCACS will hire ELL support faculty according to need.

Support: Our curriculum was chosen partly due to its strength in phonics and grammar, which will be a natural support for ELL students. Students will be placed in a homeroom class and will be pulled out, or an ENL teacher will push in, depending on needs and subject area. Teachers will collaborate weekly on lesson plan needs and supplements. Home communication will be translated into the applicable native language when requested. All efforts will be made to include students' culture and home information in the classroom context.

While direct English instruction will occur, the student will also be able to access texts in their native language whenever possible so that they can participate in key concepts and ideas. When applicable, technology and translation tools will be used so that the homeroom teacher can better communicate with the student, depending on the level of English language knowledge and ability. Based on need, before and after school and school vacation services may be provided. To assess the need for continued services, the proficiency of ELL students will be measured at a minimum annually.

All communication with parents or guardians will be provided in the primary home language, along with work sent home with the students that require the parents' involvement. Teacher conferences and face-to-face communications, when possible, will be done with an interpreter or a bilingual teacher attending the conference. Many of the local farms have an interpreter on staff for this specific reason. Outreach and cooperation with these farms has already been discussed. In a situation where the home language is not one that is readily accessible for interpretation services, technology will be utilized to provide a means of enhanced communication.

This type of technology will also be incorporated into any remote learning program instituted, so that the student, when necessary, can listen to the lesson in both English and their native language.

If we have a significant number of ELLs, we will be eligible for Title IIIA funds. This will provide more funding for professional development, materials, and curriculum in dual languages, and other resources to support our ELL students.

All efforts will be made to encourage participation in after-school sports, clubs, and events. Teachers and coaches will be encouraged to incorporate ELL students and provide them with the necessary support in order to enable the student to participate to

the fullest extent possible. Many of the rural district schools are doing this already.

Transportation, which can be an issue in these situations due to migrant farm work schedules precluding after-school or extra-curricular activities, can be solved by simply reaching out to nearby families, the parent or student's employer, and / or their faith community. FLCACS will provide whatever support is necessary in order to avoid an ELL student from feeling isolated or deprived of an opportunity to fully participate in whatever they wish.

Evaluation: The FLCACS School Leader, Special Education/Academic Success Coordinator, and the Board will annually evaluate the effectiveness of the programming in place. This evaluation will be based on specific test data including the New York Statewide exams and classroom academic achievement.

Students will be provided with all of the assessment testing provided to the non-ELL students, only with the ELL portion incorporated into the assessment. The goal here is to obtain the most accurate data as well as not have them feel any different from anyone else in the student population. If a student persistently has a lower success rate due to the ELL scenario, an individual program (similar to an IEP) will be developed between the teacher, SEAC, Curriculum Leader, and School Leader.

Once implemented, additional evaluations will occur on a monthly basis in order to adjust the ELL-individual plan until the achievement levels have been met. Coordination with the home district may occur to share resources and meet the needs of the ELL student.

d. Gifted and Advanced Students

Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted including:

- ***How the school will identify advanced and/or gifted and talented students; and,***
- ***Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students including how the school would implement these strategies in a remote setting.***

Identification: This student may be identified, often by the classroom teacher, over time by the following traits; curiosity and extraordinary motivation, asking many questions, having a good memory, quickly retaining information, mastering reading skills early, and demonstrating strong math skills. Traits may be exhibited within a specific interest or category.

Early identification in school improves the likelihood that gifts will be developed into talents. Gifted and Advanced can be identified using universal screeners and statewide assessments, cognitive and aptitude tests, along with classroom work and grades as well.

Support: FLCACS's ability-based grouping will allow gifted students to move ahead in ELA and Math at their own pace. The teacher and Curriculum Leader will make decisions on supplemental material emphasizing problem-solving. Differentiation and acceleration are key to engaging and challenging these students. Lesson plans can be adjusted by either the content being discussed, the process used to learn, or the product expected from students to ensure that these learners can receive the instruction they need to grow and succeed.

We will also seek to create partnerships with other schools or higher learning institutions for project-based learning for gifted students. Students would be charged with completing projects that incorporate all academic areas and attempt to solve a world problem. Depending on the population of gifted and advanced students, academic-based after-school programs will be offered, as well as summer learning opportunities. Community leadership programs will also be offered to help stimulate the young mind. Community, state, and national competitions in the student's content area of acceleration and interest will be researched and implemented when possible.

In order to provide proper stimulation for gifted students, while still maintaining the standard curriculum, teachers may incorporate these students into the actual planning of additional academic supplements. Supplemental material will be provided for these

students, which both the teacher and Curriculum Leader will coordinate. These offerings will be presented as an opportunity to those identified as gifted, thus promoting achievement for all to reach above and beyond.

Evaluation: The FLCACS School Leader, Curriculum Leader, Special Education/ Academic Success Coordinator, and the board will annually evaluate the effectiveness of the programming in place. This evaluation will be based on specific test data including the New York Statewide exams and classroom academic achievement, along with student and family questionnaires.

Additional evaluations, when deemed necessary by the teacher, will be made available to this subset of students. Specifically, college achievement tests, Mensa evaluations, and STEM / STEAM proficiency will be incorporated into the evaluation process to make sure that we are allowing these students to reach their full potential, regardless of their biological age.

R-09ad Instructional Leadership

Proposals should include strategies to promote and prioritize diversity and equity within the operational, instructional, and administrative leadership and staff.

a. Instructional Leadership Roles

Describe instructional leadership (i.e. individuals supervising implementation of the academic program) 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 including a delineation of which instructional staff each instructional leader is responsible for supporting;*
- *The process and criteria for identifying and selecting instructional leaders including how such criteria align with the school's educational philosophy and mission; and,*
- *How instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance.*

Leadership Personnel

FLCACS is committed to establishing an instructional leadership team that will provide the oversight and support needed to implement our key design elements and a classical curriculum, staying faithful to our mission of a classical, content-rich education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue in an orderly and disciplined environment.

School Leader:

As stated in R-11ab, the School Leader will be responsible for instructional and programmatic leadership, curriculum development and implementation (with the assistance of the Curriculum Leader), and educational staffing concerns/needs as related to the curriculum. The School Leader is accountable to the governing board and will coordinate the hiring of teachers and staff, the implementation of classical liberal arts and civic-minded curriculum, and the establishment of a studious and decorous school culture. He/she will work to foster an understanding of liberal arts education and the virtues of school choice among parents and the larger community.

Robert K. Greenleaf coined the term "servant leadership" in his 1970 essay, *The Servant as Leader*. A Servant Leader prioritizes the needs of others over their own, focusing on the well-being of their employees and communities. Servant leaders help people develop and perform their best, foster a sense of belonging and purpose, and create an environment that empowers their staff. The School Leader will put others first, determining what others need and how to best equip and empower them. He/she will make relationships with parents, community members, and students. However, he/she will understand that teachers make the day-to-day relationship with students on a much deeper level. Serving the administration and teaching staff helps them to make the mission and vision come alive in the classroom. The most important people in the school

are the students and their success in large part depends on the teachers. Good mental health is achieved by feeling a purpose in one's work/mission and bonding with a group.

A school needs to be a safe place where children can learn and grow. The School Leader will meet with administration individually for 15 minutes each week. He/she will visit classrooms regularly and randomly. These opportunities will be used to observe the classroom and coach and mentor the teacher. Conversation and feedback will be related to school goals and each teacher's professional goals as discussed through one-to-one bimonthly meetings between the School Leader and the teacher. The School Leader will approach these meetings by asking questions: What is going well? What is your future vision the next time? What's missing? Have you thought about this? How can I help? Asking for feedback to build, help, and empower the academic staff will be continual.

FLCACS will have daily K-2 and 3-4 team meetings in year one and adjust the group meetings as grades are added each year. These meetings will provide teachers and staff with time to collaborate and assess student data. During this time, teachers will meet to discuss improving classroom strategies, sharing teaching practices, interpreting data assessment, and developing individual learning plans to address student needs and other topics as they arise. Meeting daily allows teams to also reflect on what worked and didn't work that day, which kids need something different, adjust for tomorrow, group and regroup students, reward students for showing virtue, contact parents, and plan project-based learning. Teaming allows the time for teachers to ensure that our target student populations are having their needs met. If it's not possible to meet daily when the students are in school, then meeting before or after school will work, as long as it is structured as part of the teacher work day. The School Leader and Curriculum Leader will attend and participate in team meetings.

Coaching and mentoring will be ongoing. Every teacher will be seen, heard, and known. The Curriculum Leader and/or experienced staff members may mentor other teachers who are new to FLCACS and those who may have received a below benchmark review. Regardless of performance, every month each teacher will have the opportunity to observe another classroom for half the day and use the other half to complete tasks, do academic prep, communicate with parents, etc. Mentors will help teachers understand and utilize evidence-based instructional practices.

The School Leader will have final ownership of all mentoring practices. He/she will determine who needs mentoring and provide them with a performance plan with measurable goals. He/she will have complete responsibility for all educational personnel matters, including the authority to hire (teachers, educational support staff, administrators), assign, promote, discipline, and terminate school employees who do not adhere to New York State law and/or FLCACS policy. He/she will (with the assistance of the Curriculum Leader) keep up to date on all current curricular and educational thoughts, trends, and practices. He/she will make professional development opportunities available

to the school staff and conduct systematic performance evaluations of school personnel, who will be held to a high level of qualification and performance.

Curriculum Leader/Mentor:

The Curriculum Leader will provide for the integrity of the classical curriculum. He/she will work directly with the School Leader concerning all curriculum decisions, development, and implementation. The Curriculum Leader will provide curriculum support for all teachers and mentor new staff in classroom instruction. This person will research professional development events and discuss and approve them with the School Leader.

At times, professional development event participation will be limited to the Curriculum Leader. Upon returning, it will be their responsibility to disseminate the ideas and specific instruction gained to the rest of the educational staff.

The process for developing the selected curriculum will be based on three areas. First, the initial choice, as described in R-06, will be used as the curriculum map and for the choices made for classroom instruction and academic material.

Second, the Curriculum Leader will be floating from classroom to classroom, ensuring the integrity of the classical curriculum by encouraging, modeling, and observing in order to provide feedback.

Third, the School Leader, Curriculum Leader, and Special Education/Academic Success Coordinator (SEAC) will use these observations and the chosen assessment tools to evaluate and analyze the data, then proceed forward with any adjustments deemed necessary to the curriculum based on these results.

Special Education/Academic Success Coordinator (SEAC):

The SEAC's primary role will be to oversee the Special Education Program. He/she will be certified in special education and work closely with all special education teaching assistant(s), the ENL teacher or qualified teacher trained in the needs of ELL, Teacher Aides, the School District CSE (in conjunction with their principal), and any special education contracted services. All 504 and IEP scaffolds, modifications, and supports will be followed.

All decisions by the SEAC will be communicated with the School Leader who reserves final decision-making. The SEAC will also assist the School Leader and Curriculum Leader in overseeing and coordinating the school's curriculum development and

specifically its student assessment program and modifications needs for Special Education students.

Implementation will begin immediately with baseline student data and continual self-assessment based on measurable evidence of student success. The School Leader, Curriculum Leader, and SEAC will use the chosen assessment tools [Aimsweb, Fast Bridge, STAR assessments for reading and math, and Acadience DIBELS] to evaluate and analyze the data, then based on these results, proceed forward with adjustments in instruction or additional support for the specific needs of at-risk students.

Selection of Leaders

FLCACS recognizes that hiring a highly qualified instructional leadership team is essential to the FLCACS mission. A hiring committee will be a top priority, immediately following acceptance from the authorizer. This committee will initially and minimally consist of the Chair, the Vice-Chair, and possibly some board consultants. In order to find a highly qualified School Leader, a regional and national search will begin. The philosophy of a Servant Leader will be communicated and sought.

Once the School Leader is hired, he/she will be part of the hiring committee and will assist in the process of finding a Curriculum Leader and Special Education/Academic Success Coordinator (SEAC). Job descriptions will be posted on job search websites, such as Indeed.com, charter school websites, and regional newspapers.

Networking with other schools, such as Truxton Academy, will also be done. A particular emphasis will be placed on advertising in the realm of higher education at colleges and universities with strong liberal arts and science programs.

All teachers will be required to meet or exceed the expectations for New York State certification and follow all federal and state employment laws and comply with necessary background checks and fingerprinting. As a classical school, FLCACS will preferentially hire teachers who are familiar with and support the classical model of education.

Job qualifications will include, but are not limited to: advanced degree in education; core knowledge in classical education, experience implementing the elementary New York State standards, and knowledge of special education law for the School Leader (and SEAC).

For the SEAC, we will be looking for additional certification in Special Education, experience developing/conducting professional development, and successful experience working with struggling learners, the economically disadvantaged, and students with disabilities.

All applicants should have strong written and oral communication and excellent collaboration, observation, and evaluation skills. A minimum of two professional references will be contacted and background checks and fingerprints will be conducted

for all finalist candidates before an offer of employment is extended. FLCACS is committed to the principles of Equal Opportunity and Affirmative Action and will not discriminate on the basis of race, color, creed, religion, national origin, sex, age, veteran's status, sexual orientation, or disability. All school employees will be required to submit a fingerprinting clearance in conjunction with the laws of New York State.

Leaders' Monitoring of Effectiveness

Instructional leaders will monitor the effectiveness of the academic program through regular classroom observation and the solicitation of feedback from teachers, students, and parents. Students' scores on assessment data will be tabulated and analyzed. All students' academic performance will be assessed and tracked at the beginning of the school year, at regular intervals throughout the year, and at the conclusion of the final quarter. Special Education students and at-risk students' academic performance will be monitored more frequently to determine the effectiveness of interventions and Individualized Education Plans (IEPs) so that if modifications need to be made, they are done so in a timely manner.

b. Teacher Support and Supervision

Describe the school's approach to ongoing individual teacher supervision and support including (but not limited to) coaching and feedback systems and supports to ensure highquality instructional planning and implementation. The response should include a clear outline of how and when specific school leaders will conduct their support of individual teachers explaining the frequency of different forms of support teachers can expect on a regular basis (e.g. the frequency of classroom observations and feedback, length and substance of other development meetings such as one-on-ones). This response differs from 10c in that this response should focus on supports individual teachers receive to foster their instructional development, as opposed to 10c which focuses on supports that all teachers or particular groups of teachers will receive.

Individual Teacher Supervision:

The School Leader will be directly responsible for individual teacher supervision. Staff development days prior to school opening will be spent on classical education overview, specific content areas, and Socratic methods. All school instructional personnel will report to the School Leader. He/she will ensure that teacher inputs are regularly communicated to the governing board. The Leader and the governing board will determine how to best address teacher input regarding school governance.

The School Leader will work with the Curriculum Leader and SEAC in all areas of management and curriculum development in relation to student services. The School Leader will develop and monitor instructional planning and implementation throughout the school to address necessary adjustments during the school year.

Lesson Study may be used for coaching and mentoring. This is designed to help teachers produce quality lesson plans and gain a better understanding of student learning. Within the Lesson Study, the team collectively plans, teaches, observes, revises, and shares the results of a single class lesson.¹

The School Leader will visit classrooms regularly and attend grade team meetings. These opportunities will be used to collect evidence related to each teacher's professional growth goals and evaluate the implementation of staff development training into practice. As mentioned above, the School Leader will visit classrooms randomly and regularly. He/she will work with each teacher to identify and monitor individual goals, facilitate individual and team meetings, and provide ongoing coaching and mentoring. Every teacher will be seen, heard, and known. Teacher evaluations, including oversight of lesson plans, will be completed by the School Leader (and with the Curriculum Leader and/or SEAC for Special Education Teachers) using the Danielson Rubric².

¹ Lewis, C., Perry, R., & Hurd, J. (2004). A deeper look at Lesson Study. *Educational Leadership* 61 (5); and Lewis, C., Perry, R., Hurd, J., & O'Connell, P. (2006). Lesson Study comes of age in North America. *Phi Delta Kappan*, 273-281.

² <https://www.uft.org/sites/default/files/attachments/danielson-rubric.pdf>

This rubric, incorporated by the UFT and the NY Department of Education, breaks teacher effectiveness down into four parts. The first is Planning and Preparation incorporating the following description:

“Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students’ prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.”

The second aspect of the rubric is the Classroom Environment and is summarized as follows:

“Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher’s handling of infractions is subtle, preventive, and respectful of students’ dignity.”

The third aspect of the rubric is Instruction and is briefly described this way:

“In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher’s feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.”

And the fourth and final aspect of the rubric is classified under Professional Responsibilities which are laid out in the following manner:

“Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they

communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all."

Each of these aspects is evaluated by the School Leader, Curriculum Leader, and the SEAC during the classroom visits and weekly meetings. The School Leader will take charge of the first aspect in aiding the teachers with the Planning and Preparation portion of their job. As deficiencies are identified, a combination of additional training, assistance, and alternative professional development will be offered by the School Leader. Determination of the type of deficiency, whether it be knowledge-based (insufficient knowledge of the material being taught) or instructional-based (inability to plan and engage students in the material), will be determined by the School Leader and an individual program will be devised to help the teacher in their growth. If the deficiency tends to be more knowledge-based, the Curriculum Leader may also be asked to assist.

The SEAC will take charge of the Classroom Environment aspect of the program, specifically if the teacher, while competent, is having a difficult time reaching the students, showing empathy, or having difficulty managing behavior. The SEAC's experience in setting up IEPs for at-risk students and special needs children will enable them to assist the teacher who happens to be struggling in this area.

The third aspect of the rubrics' view on successful teaching, the actual Instructional techniques incorporated, will be the responsibility of the Curriculum Leader. Being fully immersed in the school's curriculum, the Curriculum Leader will be able to assist the teacher in aspects of each subject to determine the best ways to engage the students, ask the proper questions, and get the students to work at learning rather than waiting for the teacher to do everything for them. Especially when working with a Classical Curriculum, questioning, reasoning, and investigatory thought are key elements in the learning process. Stimulating this may end up being nothing more than finding different aspects of the subject to explore in order to grab the student's attention and desire to learn.

The final aspect of the rubric, Professional Development, will fall back into the realm of the School Leader. A bored teacher is an ineffective teacher, and even the best teacher can lose interest if they themselves are not intellectually stimulated. It is the job of the School Leader to make sure that each teacher not only has a goal for their professional development, but is given the tools to achieve that goal. The School Leader is the person who can manage that aspect of the day-to-day life in school so that the needs of the teachers' development are met.

Each team meets weekly with the School Leader, Curriculum Leader, and SEAC to examine data and determine guidelines for pacing to cover desired curriculum

checkpoints as well as discuss the items mentioned above. Teachers will bring forth any students with behavioral or academic concerns. As mentioned, the Curriculum Leader and SEAC will work with teachers to implement best practices to assist students in achieving individualized learning outcomes.

If the instructional staff seems to require more direct support, the School Leader and Curriculum Leader will work with them to implement best practices as designated in the Danielson rubric and NYS Standards, aligning with the FLCACS mission and purpose.

Working in small group meetings allows teachers to collaborate with one another to discuss learning goals, plan an actual lesson (called a “research lesson”), observe how their ideas work in a live lesson with students, and then report on the results so that other teachers can benefit.

The Danielson team developed these essential components for teaching: (1) Demonstrating Knowledge of Students, (2) Engaging Families and Communities, (3) Creating Environments of Respect and Rapport, (4) Managing Routines and Procedures, (5) Using Assessment for Learning, (6) Planning Coherent Instruction, (7) Using Questioning and Discussion Techniques, and (8) Engaging Students in Learning.

c. Professional Development

Describe how the schoolwide professional development program (i.e. all staff PD sessions, specific group PD sessions such as planning meetings, new teacher trainings, etc.) will assist teachers in meeting all students’ academic needs and school goals including:

- ***An overview of the frequency and format of 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, highly effective teachers, and teachers of all subjects, including teachers of students with disabilities and ELLs; and,***
- ***The process for evaluating the efficacy of the professional development program.***

The Core Knowledge Foundation has developed the Train-the-Trainer series which follows a two-part hybrid model that requires participation in online modules along with a three-day, face-to-face institute. Throughout this offering, participants engage in deep learning around the key tenets of each workshop, have an opportunity to practice teaching specific sections, and walk away with a set of training materials (e.g., Instructor Guides and PowerPoints) that they can use/adapt at their site.

The Core Knowledge Foundation is pleased to announce our **Train-the-Trainer** series. This offering prepares district/school personnel to effectively deliver Core Knowledge workshop materials at their sites. Workshops include:

- “What is the Core Knowledge Approach” [grades K–8];
- “Getting Started with Core Knowledge History & Geography (CKHG)” [grades K–6]; and
- “Getting Started with Core Knowledge Science (CKSci)” [grades K–5]

Access Literacy provides training for schools using Literacy Essentials: The Journey from Spelling to Reading. They offer a four day in-person literacy training for all new teachers and teachers who have taught this curriculum one year, which consists of four units scheduled over four 6-hour days. They also offer school visits for teacher observation with feedback, grade level teacher meetings and administrator consultations. “In general, site visits require two days: a day for observation and a day for feedback. Schools new to Literacy Essentials benefit greatly from receiving input early in the fall semester to be sure implementation is going smoothly and to establish best practices. We also recommend a second visit in the first year at the beginning of second semester. This visit aims to observe and support teachers as they now integrate all the literacy components. As well, we will observe and offer feedback to support intervention strategies for struggling students.” <https://www.accessliteracy.com/services> Online support is also available for implementation questions, professional development, teacher coaching, special education questions, and administrative support to oversee implementation and teacher oversight.

EastWestMath provides instruction and resources for administrators and teachers, specializing in the Singapore Math and Lesson Study training for teachers. They offer interactive teacher training on-site and online. Topics covered include all essential and advanced topics of the curriculum, including CPA, number sense, bar modeling, fractions, and others. They specialize in virtual learning and helping teachers create engaging math instruction that meets the needs of diverse learners and remains true to the essentials of the Singapore model in a virtual environment.

There will be a four day deep dive for all new (the first year will be all) staff, covering Core Knowledge, Access Literacy, Singapore Math, and discipline baseline of what good teaching should look like.

FLCACS has planned for 10 staff development days throughout the school year. In the first year, establishing a positive school-wide culture of success will be a top priority. Aligned with our school mission to provide a “**classical, content-rich education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue,**” the professional development plan will include: a teaching-the-teachers session both prior to school opening and at the conclusion of the academic year, with more full staff development days during the school calendar; monthly professional

development staff meetings; weekly team meetings; ongoing coaching, mentoring, and Lesson Study; and summer staff development for FLCACS Board and Administration.

Using the National Comprehensive Center for Teacher Quality's **High-Quality Professional Development for All Teachers: Effectively Allocating Resources**²

(<https://files.eric.ed.gov/fulltext/ED520732.pdf>), FLCACS's plan contains all five of Archibald, Coggshall, Croft, and Goe's characteristics of high-quality professional development, including:

1. Alignment with school goals, state standards, assessments and formative teacher evaluation

Through the school decorum, the reading of great works in literature and history, and the study of heroes and heroines, students will analyze, grapple with, and contemplate important moral and intellectual questions. They will learn to evaluate situations with sound judgment, recognize good behavior, and make personal decisions that embody and emulate virtue. When teachers model excellence and have high expectations of students' behavior, students will rise to the occasion.

In order to ensure the rigorous intellectual and character formation of students, only teachers who meet the following, but not limited to criteria, will be considered for hire:

- Candidates must have successfully completed a rigorous course of studies at a four-year college or university.
- Candidates for middle school teaching positions must have majored in the subjects they wish to teach, or have equivalent experience and knowledge.
- Candidates must be knowledgeable or willing to learn about the classical method of education.

The school will identify professional development topics based primarily on CoreKnowledge, Access Literacy, and Singapore Math training as well as the lacking knowledge/training of the staff. All teachers will undergo continual in-house development in classical methods and content, as well as further study in their individual fields of expertise. This continuing education will benefit students in two ways: the teachers become better at their vocation as well as modeling to the students the value of lifelong learning and personal development.

² Archibald, S. (2011). High quality professional development for all teachers: Effectively allocating resources. Washington: National Comprehensive Center for Teacher Quality.

FLCACS's concept that we are all one team, working toward the same goal, will be reinforced by our consistent message on what to teach and how to teach it. However, we must take into effect the following:

- What the teachers have already learned via prior training and development courses.
- Ongoing communication between teachers on the team and the School Leader.
- How our content and message align with state standards and assessments.

Part of FLCACS teacher development sessions will attempt to address these issues, first by identifying what other members of the team have learned, their thoughts on those experiences, and how and where those concepts, which may be unfamiliar to our current strategy, could benefit the team.

A robust discussion of these issues will aid in the continual morphing of our development strategy, as each perspective will help to enlighten the team as a whole. This will lead to addressing the second topic: ongoing communication.

By addressing each other's prior experiences, we will help develop a dialogue that should increase communication between teachers and also give the School Leader a perspective on what he/she is dealing with in attempting to provide integrity to the curriculum and reinforce the core values of the school as a whole and the goals of the team. This knowledge will be critical to each other being able to discuss differing teaching techniques more open-mindedly and being able to evaluate the various methods in our attempt to improve overall educational success.

The determination of that success will be in evaluating how each of our development strategies not only helps to promote our core mission, but also aligns with the state assessment standards. Input from all of the teachers, combining the various experiences they have had, both in class and in training, will help the entire team refine their methods to make sure we maintain fidelity to the mission while still achieving the assessment standards.

2. Focus on core content and modeling of teaching strategies

FLCACS training and support on the topics of **Core Knowledge, Access Literacy, Singapore Math, Socratic Seminars, Scaffolded Learning, Teacher-Centered Learning, and Character Development** will be a priority. Additional Professional Development Opportunities may occur on-site or by attending local, state, and/or national conferences.

Core Knowledge provides both lesson plans and an overview of topics for each grade level in the areas of language arts, history and geography, visual arts, music, mathematics, and science. FLCACS will strive for appropriate training so that all school personnel will implement the curriculum correctly and are given the greatest possible support to accomplish this implementation. As each component of the curriculum is learned, professional development in scaffolding, differentiated instruction, and cognitive approaches to learning will be targeted, along with strategies to enhance memory.

Core Knowledge provides a curriculum that is sequential. The Core Knowledge Sequence presents a grade-by-grade specification of topics that are built upon prior knowledge, or what students already know. It is a sequential building of skills and knowledge that is clearly defined. For example, a state standard might state the following as a unit objective: United States: Understand connections among historical events, people, and symbols significant to United States history and cultures. Describe local events and their connections to national history. It does not identify which events, which people, or which symbols. By contrast, the Core Knowledge Sequence specifies all the important components that address “What do our children need to know?”

By utilizing a sequential method of delivering instruction, gaps will be less likely to occur, and there will more likely be a commonality and consistency in what students are learning from grade to grade. Again, within the traditional school systems, while classrooms may follow curriculum maps based on the standards, there can easily be gaps between what teachers are teaching and in what order. In addition, there is a tendency to teach what will be tested on the Standard Based Assessments, which results in important topics being left out.

What is being taught to students can be unclear and confusing to parents. Core Knowledge supplies the specificity of what should be taught, and all teachers follow a horizontal and vertical alignment of these specific topics.

Access Literacy is a multi-sensory and brain-based approach to teaching explicit phonics, reading, spelling, language arts, and composition. The time-tested, multisensory, brain-based approach that addresses virtually every student’s learning style is this method (The Writing & Spelling Road to Reading & Thinking). Access is appropriate for teaching all students the explicit phonics, reading, and language arts they must learn in order to succeed. Access Literacy provides a strong foundation for students who exhibit academic progress and will be an effective remedial program for students with academic challenges.

Identifying students who need academic assistance is an ongoing process. We will maintain the rigorous curriculum designed for each grade but modify methods and practices to ensure all students are achieving at grade level. ELL students will also benefit because Access Literacy provides limited concepts at a given time and is practiced until students achieve mastery. We believe one of the best forms of remediation is through a solid phonics program.

Access Literacy is an “explicit” phonics approach, which incorporates phonics-based spelling with a rules system dating from the Webster-Oxford standardization of English spelling, and also provides phonemic/graphemic correspondences from contemporary dictionaries, enabling students to learn correct spelling as well as accepted pronunciations.

The Access Literacy program is based on visual, auditory, and kinesthetic approaches. For example, when students are learning letters and sounds, they will see the symbol(s) and hear the teacher say the sound(s); they repeat or say the sound(s) and write the symbol(s) from dictated oral instructions. Students also learn syllabification, oral vocabulary, and comprehension. The written language component aligns with the reading component as students learn spelling, cursive writing, creative writing, spacing, margins, orthography rules, vocabulary grammar, syntax, punctuation, and capitalization.

Access Literacy is a comprehensive program where reading and written language are taught in ways that reinforce each other. This program emphasizes strategies that are very effective with all students, including students experiencing learning difficulties. Its origin is based up a model developed by Samuel Orton (Orton-Gillingham) to teach students with dyslexia and other reading disabilities and teaches both skills in a comprehensive and integrated manner so that reading and written language skills are reinforced.

Access Literacy also has several tools available for introducing an informal exposure to Latin into our early grades. The resources provide for easy implementation on the part of the teacher. They are sequential and logical. The science behind this method will not only be at the core of curriculum training prior to school opening, but throughout the school year and in conclusion as well. The School Leader, Curriculum Leader, and SEAC will receive outside training to master this program and to provide the proper teacher training for classroom instruction.

Singapore Math contains different elements that comprise daily lessons (mental math, teacher-directed, guided practice, activity, and independent practice) that align with their conceptual and skill-building framework for teaching math. What needs to be included in a lesson, how the lesson is introduced and presented, how it progresses from the concrete to the abstract, and how to differentiate for students is clearly presented in a logical sequence that needs to be followed. Mastery of the material is expected before students move from one level to the next level.

Singapore Math must be followed with fidelity in order for students to be successful. Teachers will be trained in assessing students, placing students in the appropriate skill groups, and implementing the lessons using the Singapore strategies and methods in

foundations of number sense and foundations of model drawing. Teachers are also trained in the implementation of effective Singapore Math strategies in their classrooms.

English Language Learners (ELL) will benefit from Singapore Math's clear and simple explanations of math concepts as well as the program's detailed instruction, questions, problem-solving, and visual and hands-on aids (blocks, cards, and bar charts). Students cannot move on to the next level until they master the material. A strong math foundation early on ensures students will be successful later.

The **Socratic Seminar** is a method of teaching designed to engage students in intellectual discussion by responding to questions using questions instead of answers. Prior to conducting a seminar, students are given a text to read. After the text has been read, open-ended questions are asked. Training will also focus on: what texts will be assigned that will support the mission; how to formulate engaging questions that will encourage thinking, analyzing the meaning, and a clear expression of ideas.

Students will deepen their understandings, solidify their knowledge, and reflect on their learning experiences, thereby developing critical thinking skills. Students need to be able to reflect and talk about their learning experiences so that the learning becomes more engaging and meaningful. Learning to communicate respectfully and effectively in school will have positive implications for their lives outside of school as they are being exposed to learning lifelong skills.

Learning Strategies. Strategies such as memory-directed tactics help produce accurate storage and retrieval of information. Examples include the use of mnemonic devices (HOMES or rhymes such as "30 days hath September...") and comprehension-directed tactics that aid in the understanding of the meaning of ideas and their interrelationships (e.g., teaching students to formulate questions or how to take notes). All students can learn more effectively and become independent learners if they learn how to organize, store, and retrieve information.

The purpose of **Scaffolded Learning** is to provide teacher support to students who are having difficulty learning a new concept/skill. An example is that a teacher may demonstrate or model a concept/skill to a student in addition to just giving verbal or visual instructions. Core Knowledge, Access Literacy (explicit phonics), and Singapore Math were selected because these programs are designed to build foundations of knowledge in the elementary years.

Because children learn by building on what they already know, this curriculum will benefit students with varying learning abilities. Emphasizing foundational skills and rich content, teachers can not only effectively bring students with academic problems up to grade level but also strengthen the knowledge base and challenge the academic potential of every student at grade level.

Research consistently shows that the classroom teacher is the single most important school-based factor in a student's academic growth. A Teacher-Centered approach consists of structured, guided, and independent practices. Ideas and practices are introduced in an order carefully developed to avoid confusion and to facilitate generalization. All skills are specifically, thoughtfully, and intentionally taught. A teacher-driven approach is used to help students gain the basic reading, writing, and math skills they will need before proceeding to the more advanced curriculum. With a teacher-centered, knowledge-driven approach, we will expect to see results similar to those where direct instruction is used.

A review of 37 studies of direct instruction reflected that direct instruction students scored at the 81st percentile on end-of-unit exams (George Adams and Sigfried Engelman, 1996). In more recent studies done in urban schools that had high percentages of minority and low socioeconomic students, the percentage of students reading below grade level declined, while that of students reading above grade level increased. Similar results occurred in math. The largest gains, however, were with the limited-English proficient learners (Source: Psychology Applied to Teaching, Snowman/Biehler, 11th Edition, 2006).

FLCACS will provide training to help staff support students in the development of ***Moral Character***. Training will focus on: behavior management, conflict resolution, bullying, and effective communication. Training will also include how to integrate opportunities to discuss and model virtuous behavior within the curriculum and techniques on ethical reasoning.

As did the leaders of the ancient republics, America's Founders knew that the maintenance and prosperity of a free republic depends upon the character or virtue of its citizens. They also understood that virtue or character is only "the result of habit and long training." (Thomas Jefferson to Edward Everett, March 27, 1824) Virtue is instilled only by learning, observing, and practicing them. Therefore, instruction in the virtues is an essential part of education.

3. Inclusion of active learning of new teaching strategies

New teaching strategies may be introduced using the seminar and lecture style, but the importance of active learning needs to be recognized. It has been found that employing new strategies by practicing what the teacher heard in the lecture in their classrooms, observing other teachers, conducting demonstration lessons, leading group discussions, and reviewing student work with colleagues all help to foster greater teacher development and effectiveness. Active teacher methods may be utilized to aid in our teachers' development in conjunction with instruction from outside consultants, and then reinforced by working with in-house staff and school leadership.

Follow-up after the initial period of learning will be done by the School Leader and/or the SEAC. Evaluation of these methods will be discussed among the staff at our team meetings. The incorporation of these techniques will then be determined based on that evaluation.

4. Provision for teacher collaboration

The School Leader and Curriculum Leader will develop a school professional development program for new and continuing teachers, administrators, and other staff. The purpose will be to ensure that teachers who are new to the school are able to effectively implement the school's curriculum and to be a part of a culture of continuous improvement. The professional development program will have the following general structure:

- Needs assessment
- Goal setting
- Improvement
- Assessment

5. Embedded follow-up and continuous feedback.

The School Leader will provide feedback to teachers and staff throughout the year, including professional development staff meetings. Ongoing professional development will be embedded into staff meetings as indicated in the *Proposed School Calendar*. This will give staff time to review student academic performance data and adjust instruction according to student needs. Staff may address operational aspects of the school and share effective instructional practices.

Summer Staff Development for School Board and Administration

Each year, the School Leader, Curriculum Leader, SEAC, and FLCACS Board will attend a full one-day retreat during the month of July or August, where they will develop a set of strategic goals to help them and the school move toward fulfilling their vision for FLCACS's future. The School Leader and/or the Board President will annually attend a state and/or national leadership or charter school conference.

Evaluation and Review of Professional Development

Evaluating the impact of professional learning activities is integral to ensuring the effective allocation of resources. Professional development needs to: provide measurable evidence of effectiveness and efficiency; facilitate program improvements or decisions to continue, adjust, or discontinue; ensure that teachers' time and investment were well spent; advance learning.

High-quality *process evaluations* should go beyond collecting end-of-activity questionnaires and may include questions on how the implementation was facilitated, whether there were sufficient resources for implementation, and whether problems were addressed quickly and efficiently. This type of evaluation will be utilized by our School Leader, Curriculum Leader, and SEAC and worked into our ongoing staff development.

Impact evaluations combine the components of a process evaluation with a determination of whether and to what extent the professional development program results in the desired short and long-term outcomes. This type of evaluation will be incorporated into our end-of-year staff development, discussed first on an individual basis, and then as a group, to determine the veracity of the evaluation and then make a decision on the steps needed to move forward.

Finally, *cost-benefit analyses*, which estimate the extent to which a given course of action yields benefits greater than the financial costs, will be conducted between our School Leader, Business Manager, and Board Treasurer. Specific seminars, training programs, and mentoring programs will be evaluated against assessment standards, alternative programs, and teacher turnover rates. The School Leader's insight into the effectiveness of the program, combined with the Business Manager's knowledge of available options, and the Treasurer's understanding of available resources, should help generate an effective analysis to move forward while maintaining fiscal responsibility.

d. Teacher Evaluation and Accountability

Describe how the school will formally evaluate teachers and hold them accountable for student achievement. If established teacher evaluations systems (e.g., Danielson rubric) would be used, the response should explain how the particular system was chosen and how it aligns with the overall proposed mission and academic program. This response should also include:

- ***An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in staff members; and,***
- ***A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.***

Full-time employees will be formally evaluated at least once annually. New teachers will be given an initial evaluation in the second quarter followed by a more formative evaluation in the fourth quarter. The School Leader and SEAC will be evaluating teachers on an ongoing basis, but formative evaluation will incorporate the entire year and take into account assessment standards, improvements, and mentor reports.

The FLCACS Board will evaluate the School Leader based on an internal Board evaluation, effectiveness (testing, enrollment, etc.), interaction with parents, students, and teachers (anonymous surveys), and the overall performance of the school (school report card).

The Curriculum Leader, SEAC, and teachers will be formally evaluated against criteria in their job description and using the Danielson Rubric. In addition to the annual formal evaluation, FLCACS will use frequent, informal evaluations, particularly in the case of employees new to the school. Employees are expected to be a genuine part of the conversation toward improvement. Regular evaluations should give rise to individualized performance goals for all staff. This entire process is one part, but an important one, of a larger system of performance management that includes training and professional development.

The school will follow a well-known evaluation system, the Charlotte Danielson Rubric, designed to help districts promote a common definition and understanding of excellence in teaching, one that everyone (teachers, administrators, and the larger community) can easily comprehend. FLCACS will customize this framework for teaching for the school community. A description of this rubric can be found at:

<https://usny.nysed.gov/rttt/teachers-leaders/practicerrubrics/Docs/danielson-teacher-rubric.pdf>

Planning and preparation:

- Applying knowledge of content and pedagogy
- Knowing and Valuing Students
- Setting Instructional Outcomes
- Using Resources Effectively
- Planning Coherent Instruction
- Designing and Analyzing Assessments

The Learning Environment:

- Cultivating respectful and affirming environments
- Fostering a Culture for Learning
- Maintaining Purposeful Environments
- Supporting Positive Student Behavior
- Organizing Spaces for Learning

Learning experiences:

- Communicating about purpose and content
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment for Learning
- Responding Flexibly to Student Needs

Principled teaching:

- Engaging in reflective practice
- Documenting Student Progress

- Engaging Families and Communities
- Contributing to School Community and Culture
- Growing and Developing Professionally
- Acting in Service of Students

This teacher evaluation rubric is designed to help districts promote a common definition and understanding of excellence in teaching which leads to the best results in learning. This system appears to be a good fit for our program based on the emphasis on solid understanding of content and the synthesis of content from different areas. We have provided a budget allotment for merit-based pay to attract and retain the best teachers.

R-10a Culture and Discipline

a. School Culture

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;*
- *Any specific programs and methods the school intends to implement to support the social and emotional development in students and rationale for their selection;*
- *Any specific programs and methods the school intends to implement to support teachers and other staff in creating and sustaining an equitable school culture and the rationale for their selection;*
- *How the school will maintain a safe and orderly environment.*
- *How the school will instill the culture and expectations with board members, staff, students, and families.*

Consistent with its mission to develop students with good character and virtue, Finger Lakes Classical Academy Charter School adheres to the following motto: *I will seek the truth, do the good, love the beautiful.*

Student self-discipline and a sense of purpose develop from consistent expectations in the school climate and culture, and from the habitual practice of virtues. All policies regarding student conduct and discipline flow from the general principle that students must fully engage themselves in the education offered to them.

Discipline at FLCACS serves our educational mission. The establishment of a strong and vibrant culture at FLCACS is not only a necessary condition for educational success, it is also a support to FLCACS's core virtues of **temperance, fortitude, justice, and prudence**. Each month of school will emphasize a virtue derived from one of the core virtues. Starting with the School Leader, this virtue will be defined, discussed with examples from history, literature, and life, and practiced and recognized in the classroom.

The foundation of discipline and order at FLCACS is the realization that a civilized learning environment demands certain fundamental norms of ethics and orderly behavior in order to fulfill its mission. The intent to create a disciplined community is evidenced in three primary areas.

1. The **physical environment** starts with high expectations of cleanliness and orderliness from both the staff and the students. Staff is expected to be professionally dressed, on time for their workday, fully prepared for the academic day with their students, and clearly define and enforce the rules of good classroom organization for themselves and their students. FLCACS welcomes children into its program with the understanding that they will be in proper uniform, on time for class, expected to complete their assignments, and prepared to follow the rules of

good classroom organization defined by the administration and their teacher. A climate of respect includes maintenance and custodian workers.

2. Hiring **exceptional administrators, teachers, and staff** who are competent, energetic, and disciplined is key. Freedom within the framework of responsibilities that are clearly defined in the student handbook and by the individual classroom teachers breeds self-discipline and self-respect. Mediocrity is not the goal. A high premium is placed on the teacher's personal investment in the student. The school emphasizes the dignity of the teachers and students and a culture marked by strong ethics, caring authority, and the pursuit of truthfulness, goodness, and beauty. Within that framework, rules, regulations, and consequences are mere means to an end. FLCACS expects teachers to expend considerable energy leading and directing the students with their educational goals. FLCACS also expects teachers to encourage students when tasks are difficult and to sincerely praise students for work well done. The Board's hiring of the School Leader and Business Leader will include extensive outreach and a thorough set of interviews. The hiring of teachers and staff by these quality leaders will as well.
3. **Well-thought-out and accountable systems** include regular and consistent assessment and review to emphasize and project what works as well as eliminate or modify what doesn't. They are also forward thinking and include time for the discussion of potential problems. The Family Handbook will be available to students and parents upon enrollment and posted on the school's website. Parents and students must sign a document that they have read and understand the expectations set out in the Family Handbook as part of the enrollment process. In addition, they will be expected to abide by and sign a Parent Student Contract (found in R-10b). Student self-discipline and a sense of purpose develop from consistent expectations in the school climate and culture, and from the habitual practice of virtues. All policies regarding student conduct and discipline flow from the general principle that students must fully engage themselves in the education offered to them.

Students who do not live up to these fundamental expectations should be, and will be, corrected. In most cases, verbal correction is sufficient. However, if it is not, further penalties may be required while assessing and distinguishing between academic deficiencies, which are addressed in a different manner, and nonacademic misbehavior.

The goal of positive intervention and support is to eliminate challenging behaviors and replace them with pro-social skills. To be most effective, it involves data-based decision making using functional behavioral assessment and ongoing monitoring

of the impact of interventions. Harsh punishment and zero tolerance policies have not been effective at either improving the behavioral climate in schools or preventing students with problem behaviors from entering the juvenile justice system. Failure to implement the Individuals with Disabilities Education Act (IDEA), due to a lack of incentives or negative attitudes toward children with challenging behaviors by administrators, policymakers and school personnel, is unacceptable. Students should not be excluded from school based solely upon inappropriate social behavior. Appropriate services can be readily accessed and can modify many of these behaviors, leading to more positive outcomes.

Problem behavior continues to occur because the child is getting some secondary gain or is escaping something negative. By focusing on the contexts and outcomes of the behavior, it is possible to determine the functions of the behavior that can make the problem behavior less effective, and make the desired behavior more functional. This should be a collaborative effort among the child, parents, teachers, peers, counselors, and administrators; all partners should be committed to its implementation.

FLCACS is committed to creating positive and meaningful relationships between teachers, students, and parents. We have created a "House System" to ensure that students' individual needs are cared for and parents feel valued and involved. It will allow us to better respond to the specific populations FLCACS intends to serve. Our house system is a mentor program, where the House Leaders are responsible for the academic, social, and emotional well-being of their 12-15 students throughout the year. The House Leader is expected to be the contact for all communication home, intervene if one of their house students is struggling academically or socially, and build relationships with each of their students.

Students and teachers first interact in Forum at the beginning of each day. In morning Forum, the house teachers will greet their students to start each day with a positive interaction. Forum is not only a time for teacher and student announcements, but is also an opportunity to recognize students for academic achievements, birthday recognition, and acts of virtue and random acts of kindness. These recognitions convey to the students that they are important and valued by their teachers and School Leader.

Teachers (who are also House Leaders) will meet in grade-level Teams daily to reflect on how things are going with individual students and the overall program. Assessment data will be analyzed. Possible adjustments to individual student programs will be discussed. Teachers will also update and plan for special curriculum days based on student need and interest. These days will enable us to change the schedule for interactive academic activities, stations, scavenger hunts, races, Project-Based Learning, and simulations, as

well as engage with the students outside of the traditional classroom. Teachers will group and regroup students, enabling teachers to differentiate instruction.

The House Leaders are also the first contact to parents, so parent communication, including positive feedback, will be organized and planned in Team and executed at least once per week per parent. Having all adults in a child's life all on the "same page" is critical for student success and development.

Students will end their day in House. House Leaders will know what each of their students needs to work on, and students will have time to work on homework, receive extra help, or work on group projects. This time will enable teachers to help struggling students with more individualized attention; however, it also will provide a venue to interact with students in a less-structured setting. The consistency of positive adult support through House on a daily basis will have a positive effect on both the self-esteem and academic performance of our students.

Throughout the school year, students also will work together as a House to win the "House Cup", a trophy awarded to the House from each grade level which exemplifies strong academics, working habits, and virtue as determined by the number of "House points" they receive. The competition will foster team-building within the Houses, and will promote student accountability and social development from the students.

FLCACS recognizes that the relationship with others and with self is the ground for social and emotional development. The relationships at home and school set the foundation for a child's relationships in adult life. Healthy relationships respect the variety of needs, feelings, backgrounds each of us has at our particular stage of life.

We recognize that friendly, open, supportive relationships positively impact people's self-esteem and happiness. Conversely, disruptive and damaging behaviors create unhealthy relationships that can negatively affect children for life. We support the right of all students and staff to have a peaceful, friendly, respectful, and supportive school atmosphere.

We take the stand that incidences of unacceptable behavior provide learning opportunities for all parties involved. We will act to ensure the needs and rights of the affected parties are protected and whenever possible, we will use such incidences as teachable moments in the growing process.

R-10b Student Discipline

Provide the school's discipline policy for general education students.

- ***Clearly specify (i) the substantive acts for which a child may be disciplined; (ii) the consequences resulting from committing each such act; (iii) the due process procedures the school will follow in applying its disciplinary policy (in accordance with federal law); and, (iv) the individuals responsible for carrying out the discipline policy and any appeals;***
- ***Explain the procedures for providing alternative instruction to students who are suspended or expelled (whether in-school or out-of-school) in full compliance with state requirements;***
- ***Include specific methods that comply with the federal Gun Free Schools Act, including reference to mandatory penalties required by the law; and,***
- ***Set forth the 14th Amendment due process protections for both short-term suspension of 10 or fewer days and longer term suspensions of greater than 10 days based on U.S. Supreme Court case law (Goss v. Lopez, 419 U.S. 565 (1975)).***

The goal of the discipline policy will be to:

- Maintain a safe, healthy, and positive school climate.
- Support student achievement.
- Reduce suspension and referral rates.
- Create a continuum of procedures for encouraging expected behavior.
- Create a continuum of procedures for discouraging inappropriate behavior.
- Implement fair and equitable procedures for ongoing monitoring.

FLCACS will embody a culture of virtue and ethics that emphasizes the importance of excellence and achievement, rewarding creativity and building community connections. This culture will endow our students with an understanding of the good, the true, and the beautiful. FLCACS's culture will be reflected as students see the board, administration, teachers, and staff living civil, trustworthy, respectful lives, showing concern for one another and for each student. The academic environment will reinforce clear expectations of self-discipline, responsibility, and high achievement. Students will be stimulated intellectually by a rigorous curriculum, learning from the best that has been thought, written, and spoken throughout history. Surrounding our students with examples of goodness, truth, and beauty from history and literature will equip them to make good judgments in their own lives. Learning to know, to imitate, and to seek excellence will empower students to become productive, responsible, caring citizens, able to function well in a complex society.

When classrooms are orderly, teachers are able to teach, and students are able to learn. The principles and practices of good citizenship will be taught and modeled by the school staff. All students are to be held accountable for actions that impede instruction and other students' abilities to learn. This policy includes students with special needs, while taking Individual Education Plans into account. Order, cooperation, and respect in the classroom are necessary in order to live out the FLCACS mission. To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. The human condition is complicated and good discipline interweaves sympathy with responsibility. Disciplinary policies will be designed to take into account individual circumstances and challenges.

Both parents and students will attend an orientation meeting in which they will hear a presentation about and receive a handbook outlining the goals and methods of classical education as implemented at FLCACS and the behavior expected of students toward their peers and teachers. Once school begins, both the school uniform and the behavioral requirements will be strictly enforced. Discipline is more easily upheld than regained. Above all, misbehaving students will not be allowed to keep other students from learning. Teachers will be trained in enforcing standards of dress and conduct. There will be consistent enforcement among all staff. Teachers will model the desired behavior, will dress respectfully, and will maintain formality with their colleagues in the presence of students.

The teaching of proper discipline methods goes hand in hand with the ability to recognize, identify and empathize with the various life situations that children bring to school. Many children in central NY are facing issues with poverty, addiction, foster care needs, etc that are heavy on young minds when they walk through the school door. Every effort will be made to show compassion and understanding of the trauma the children are dealing with. Discipline methods will reflect an understanding of getting to the root of the cause of behavior issues and containing them with empathy and care. When traditional discipline methods are not working, and students struggle with a consistent and disruptive behavior pattern, consultation and potential referrals will be made to appropriate mental health specialists.

Methods will be addressed during the staff development days prior to the start of school. Correct methods for addressing student discipline will be emphasized and taught by the administration and any outside professional sources deemed appropriate by the administration. If a teacher begins their tenure after the start of the school year, proper discipline training will be conducted before entering the classroom. Students' infractions will be logged and tracked in order to understand a pattern of behavior, versus isolated

incidents, and to measure the effectiveness of imposed consequences.

Students are to:

- Use manners, be polite and attentive both in and outside of class by communicating in an acceptable tone of voice using an acceptable choice of words
- Attend school consistently, be punctual, and take responsibility for making up any work promptly when absent
- Be prepared for class, follow directions, and adhere to the uniform policy (not following the dress code may not indefinitely withhold students from class, but will be recorded, corrected if possible, and communicated with parents).
- Cooperate with and demonstrate respect for the faculty and staff, including administrators, teachers, secretaries, custodians, and any other people working at the school
- Be dismissed by the teacher, not the bell or the clock
- Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, others, and property
- Follow lunchroom, playground, field trip, lab, and individual classroom rules
- Follow school rules when participating in school-related events
- Respect the health and safety of others

Students are not to:

- Use threats or intimidation against any other person
- Bring tobacco, alcohol, or any illegal substances or anything that could be used to harm another to school
- Leave the school premises without signing out in the main office and do not bring music players, gaming devices, etc. to school
- **Use cell phones during the school day. Cell phones will be turned off and stored in the student's lockers or another appropriate place.** A cell phone used during the school day will be confiscated and held by the School Leader until the end of the day, at which time a parent must pick up the phone.

Teachers are to:

- Incorporate the virtues into lectures and discussions with students/classroom management
- Set, define, and post expectations
- Show consistency through students' classes with positive reinforcement
- Respond to individual needs, strengths, and preferences
- Maintain an environment conducive to learning, with necessary considerations
- Teach new skills – replacement to the challenging behavior
- Maintain a continuum of procedures for encouraging expected behavior and discouraging inappropriate behavior
- Use procedures for ongoing monitoring

Consequence System in order of severity:

- Staff Warning
- Teacher or administrator warning - Verbal reprimand (teacher or administrator)/ Confiscation
- Notification of parent or guardian - Administrator/student conference - Detention: before school, after school, or during lunch - Billing of a parent for damages to property
- Conference with parent/guardian
- Suspension in school as determined by staff - development of expectations contract
- Out-of-school suspension with academics taught after school - one hour of alternative instruction per day for students in Kindergarten – 6th grade, and two hours for students in 7th – 12th grade (FLCACS intends to add a grade every school year until 12th grade).
- Alternative to suspension (Parental attendance at school)
- Letter of restraint, charges filed, or report made to law enforcement officials

The 14th Amendment due process protections for both short-term suspensions of ten or fewer days based on U.S. Supreme Court case law (*Goss v. Lopez*, 419 U.S. 565 (1975)) will be adhered to. All students will be notified regarding the reason and evidence for their detention, in-school suspension, or out-of-school suspension before their consequence or shortly afterward.

Consequences are defined as follows:

- **Detention:** A teacher, staff member, or administrator may assign detention. Detention may be served before school, during lunch, or after school. The duration of detention may be between fifteen and sixty minutes, depending on the offense.
- **Loss of School Privileges –** Students who continue to exhibit inappropriate behaviors will face loss of privileges, including after-school activities, access to extracurricular field trips and special events.
- **In-School Suspension:** The School Leader, or designee, may assign in-school suspension. This may be up to five days from attending a specific class or all classes. The student will be assigned work from the teacher of the specific class that he/she has been removed from. The student will be allowed to reenter the class only after a consultation meeting including the student, parent/guardian, teacher, and the School Leader. Depending on the results of the consultation meeting, the probation may become permanent for the remainder of the marking period or school year.
- **Out of School Suspension:** Only the School Leader may suspend a student. These short-term suspensions shall last from one to five days in length depending on the offense. A parent or guardian will be encouraged to attend a complete day of class with the student at the end of his suspension term and attends a meeting with the School Leader. Suspensions may become recommendations for expulsion. Academic instruction will be provided by a certified teacher after school hours. One hour of alternative instruction per day is sufficient for students in Kindergarten – 6th grade, and two hours for students in 7th – 12th grade. If a longer suspension is warranted, a Superintendent's Hearing will be held to decide the appropriate length of suspension.
- **For longer-term suspensions (over 5 days) and expulsions,** included will be the right to counsel, to confront and present witnesses, and to challenge and present evidence. Consequences may include a letter of restraint, charges filed, or a report made to law enforcement officials.

Possible Infractions/Violations:

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated or has the potential to be repeated, over time. Those who are bullied and those who bully others may have serious lasting problems.

Violence is behavior intended to hurt or intimidate someone or damage something. Violence can be physical, emotional, verbal, or pictorial and doesn't necessarily involve a power imbalance. All bullying behavior is violent, but violence can also occur as a result of anger or other emotional or intellectual disturbances.

Disruptive behavior unnecessarily interrupts the learning environment. It distracts educators from teaching and makes it difficult for them to give equal time and attention to all students. It breaks the concentration of students who are willing to learn, making it difficult for them to maintain a good flow of concentration.

In general, students must be polite and attentive or there may be consequences. Serious infractions and violations include, but are not limited to:

- Academic dishonesty
- “Bullying” (verbal or written)
- Bypassing of internet blocks on school computers or networks to enter unapproved sites
- Cyberbullying (i.e., bullying through the use of data or computer software that is accessed through: computer, computer system, or school computer network)
- Engaging in conduct that constitutes sexual harassment (verbal or written)
- Failure to comply with conditions of in-school suspension placement
- Failure to comply with school medication policies
- Falsification of school records
- Physical fighting
- Gambling
- Interference with school activities or discipline
- Interference with the movement of people at an exit, entrance, or hallway of a school building
- Leaving classroom, school property, or school-sponsored events without permission
- Persistent (minor) offenses
- Possessing a look-alike weapon, including, without limitation, BB guns, CO2 guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or other weapon
- Possessing drug paraphernalia
- Possessing or selling “look-alike” drugs
- Possessing or using fireworks or other explosive devices
- Possessing prescription drugs, giving a prescription drug to another student, or possessing or being under the influence of another person’s prescription drug
- Possessing, viewing, or distributing pictures, text messages, e-mails, or other material of a sexual nature in any media format
- Theft
- Threats (nonviolent/verbal or written)
- Unruly, disruptive, or abusive behavior that interferes with the teacher’s ability to communicate effectively with the students in the class
- Use of profanity or vulgar/offensive language (verbal, written, or gesture)

- Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program
- Willful destruction of school or personal property and/or vandalism
- Interference with the transportation of students in School vehicles.

Guide to our discipline approach with respect to students with disabilities:

- All children, including children with disabilities, deserve safe, well-disciplined schools and orderly learning environments.
- Teachers and school administrators should have the tools they need to assist them in preventing misconduct and discipline problems and to address these problems if they arise.
- There must be a balanced approach to the issue of the discipline of children with disabilities that reflects the need for orderly and safe schools and the need to protect the rights of children with disabilities to a free appropriate public education.
- Appropriately developed IEPs with well-developed behavior intervention strategies decrease school discipline problems.

Gun-Free Schools:

Federal and state law require expulsion from school for a period of not less than one year for a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school. The School Leader may modify such expulsion requirements on a case-by-case basis. "Weapon" as used in this law includes firearms and explosives. The School Leader shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding. Any action taken by criminal justice or juvenile agencies will be in addition to, and independent of, the discipline imposed by the school.

On the next page is an example FLCACS Parent Student contract.

Finger Lakes Classical Academy Charter School Parent Student Contract

Family Name: _____

Child(ren)'s Name(s): _____

We the families and staff of Finger Lakes Classical Academy Charter School affirm the following:

THE ACADEMY MISSION STATEMENT:

The mission of Finger Lakes Classical Academy Charter School is to train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

To this end, FLCACS seeks to develop within its students the intellectual and personal habits, values, and skills upon which responsible, independent, and productive lives are built, in the firm belief that such lives are the basis of a free and just society. The Academy prepares its students to be leaders in their homes and communities, entrepreneurs in business, and statesmen and stateswomen in government. Through its rigorous curriculum with a strong emphasis in civics, FLCACS provides a traditional education with a constant view toward developing exceptional American citizens.

ACADEMY LIFE:

Students and parents respect FLCACS teachers, as role models and instructors, for their commitment to truth and their genuine concern for children. Intelligence, creativity, responsibility, integrity, and compassion are characteristics of the faculty.

Parents expect and appreciate direct and regular communication from faculty regarding their children. Reciprocally, parents are responsive to communication and work in collaboration with teachers and administrators to help students succeed both academically and behaviorally.

The principal oversees the implementation of the Mission Statement in the school. In his/her capacity as policymaker and community leader, this administrator advances the Academy's role as an institution dedicated to providing the best education for children.

By providing moral and ethical standards, the Academy prepares its students to accept the privileges and responsibilities of citizenship in a democratic society. Every child is capable of achieving his potential to the fullest extent when afforded respect, fairness, kindness, discipline, and appropriate instruction.

THEREFORE, WE SUPPORT the Mission Statement as it is expressed in the curriculum and school culture of the Academy. We understand that automatic re-enrollment at FLCACS is dependent on abiding by the School requirements. This includes support of the high academic standards of our school, the uniform code, the code of conduct, the code of good sportsmanship in athletics, and general culture of respect for the administration, teachers, staff, and students. We acknowledge and will abide by Finger Lakes Classical Academy Charter School "Parent Grievances Policy" for Parent Conflict Resolution. Violation of this contract may result in discipline, loss of automatic re-enrollment, or dismissal (in accordance with applicable laws and the school's code of conduct).

Parent's Signature/Date:

_____/_____

Student's Signature/Date:

_____/_____

(credit to the Ascent Classical Academy for designing this document)

R-10c Special Education Policy

Provide the school's discipline policy for students with disabilities with assurances that it is in conformity with the federal Individuals with Disabilities Education Act ("IDEA") and regulations. The policy should address topics such as the discipline of students who have a behavioral intervention plan ("BIP") in their IEP and detail how classroom teachers would be knowledgeable about such plans.

FLCACS will comply with the Individuals and Disabilities Education Act (IDEA) in disciplining students with disabilities. The plan shall be subject to all procedural protections established by the IEP process. Students with disabilities are neither immune from the disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students. Students with disabilities who engage in disruptive activities and/or actions dangerous to themselves or others will be disciplined in accordance with their Individualized Education Plans (IEPs), behavioral intervention plan, and this policy. Nothing in this policy shall prohibit an IEP team from instituting consequences for disorderly or unacceptable actions as a part of the student's IEP.

All students, including students with disabilities, may be suspended for violations of the Family Handbook. For suspension of a student with disabilities for more than 10 cumulative days, a team including Student Services staff members and the School Leader, as well as the home district principal or special education liaison, will determine whether the student's behavior is a manifestation of the disability and whether the student's disability impaired his or her ability to control or understand the impact or consequences of the behavior. Students with disabilities will be disciplined in coordination with their home district, FLCACS school discipline policy and their IEP. A student with disabilities whose behavior is determined to be a manifestation of his or her disability may not be suspended, but will be disciplined in accordance with the IEP, including applying any behavioral intervention and this policy.

FLCACS will provide services for any students suspended for a short term suspension (under 5 days) in accordance with their IEP and as required by law. Discipline will be according to a student's IEP or 504 Plan.

<http://www.p12.nysed.gov/specialed/lawsregs/part201.htm>

R-10d Dress Code

If the school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the school would subsidize the cost of uniforms for parents unable to afford them.

Finger Lakes Classical Academy Charter School Dress Code:

A standard uniform instills a studious, respectful, and orderly environment.

A uniform serves five main purposes:

1. It removes or diminishes distractions in the classrooms, and contributes to an orderly environment.
2. It helps students take school more seriously, by acknowledging through tidy and appropriate clothing that they respect fellow classmates, teachers, and the common enterprise of education.
3. It develops school identity and pride.
4. It prevents students from placing too heavy an emphasis on clothes as a manner of self-expression. We expect students to express their individuality through a reflection of their intellect and interior person, not a superficial exterior.
5. It levels the field for students of all backgrounds. It presents a visible representation of equality among the students.

All uniform items will be available at **landsend.com**.

Boy Uniform (K-5)

1. Uniform navy or black dress slacks/pants – Pants must be modest and neat; not baggy and not too tight; properly hemmed with no under-garments visible.
2. Uniform gray, navy or black collared dress shirts or polo shirts (short or long-sleeve) worn tucked inside slacks.
3. Uniform navy or classic navy plaid ties may be worn with collared shirts, but are not required.
4. Uniform navy sweaters may be worn, but are not required. Must have the FLCACS logo imprint. Must be worn with a uniform collared, or polo, shirt underneath.
5. Uniform navy fleece options may be worn, but are not required. Must have the FLCACS logo imprint. Must be worn with a uniform collared, or polo, shirt underneath.
6. Black or brown leather shoes.
7. Navy, black, gray, or brown socks.

Girl Uniform (K-5)

1. Uniform navy, gray or black jumper OR skort– Must be worn with a collared uniform dress shirt.
2. Uniform navy, gray or black collared dress shirts or polo shirt (short or long-sleeve) worn tucked inside slacks.
3. Uniform navy sweaters may be worn, but are not required. Must have the FLCACS logo imprint. Must be worn with a uniform collared, or polo, shirt underneath.
4. Uniform navy fleece options may be worn, but are not required. Must have the FLCACS logo imprint. Must be worn with a uniform collared, or polo, shirt underneath.
5. Black or brown leather shoes.
6. Navy, black, brown, or gray socks or knee socks/tights.

No hats, scarves, or hoodies are to be allowed in school. Exceptions will be made for head coverings related to religious observances. Even if they are worn for religious reasons such coverings will be required to be tasteful and similar in style to the uniform. No logos or writing on clothing other than FLCACS logos will be allowed. Sneakers are for the gym and outdoors only.

During the first marking period and after spring break uniform shorts may be worn. They must be navy, black or gray chino shorts.

Should a family need financial assistance to purchase uniforms or should a family like to offer to support our uniform fund for families in need, they can contact our FLCACS School Leader.

R-11ab School Management and Leadership

a. Organizational Chart

Provide organizational charts for both the first and fifth years of operation clearly showing reporting structures between the school leader(s), the board of trustees, and staff. If the school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

On the following page, you will find the 1st year and the 5th year organizational chart.

The School Leader, Business Manager, and all committees (which require a Board member) will report directly to the FLCACS Board.

The SEAC, Curriculum Leader, and Administrative Assistant (and any office management) will report directly to the School Leader.

The teachers and paraprofessionals will also report to the School Leader which may include the feedback of the SEAC and Curriculum Leader.

All Special Education Teachers will report to the SEAC, but along with the SEAC will be under the supervision of the School Leader.

Enrollment Assistant, Custodian/Maintenance, Food Service, and Nursing will report directly to the Business Manager.

The term (PT) stands for Part-Time, these positions become Full-Time on the year 5 chart.

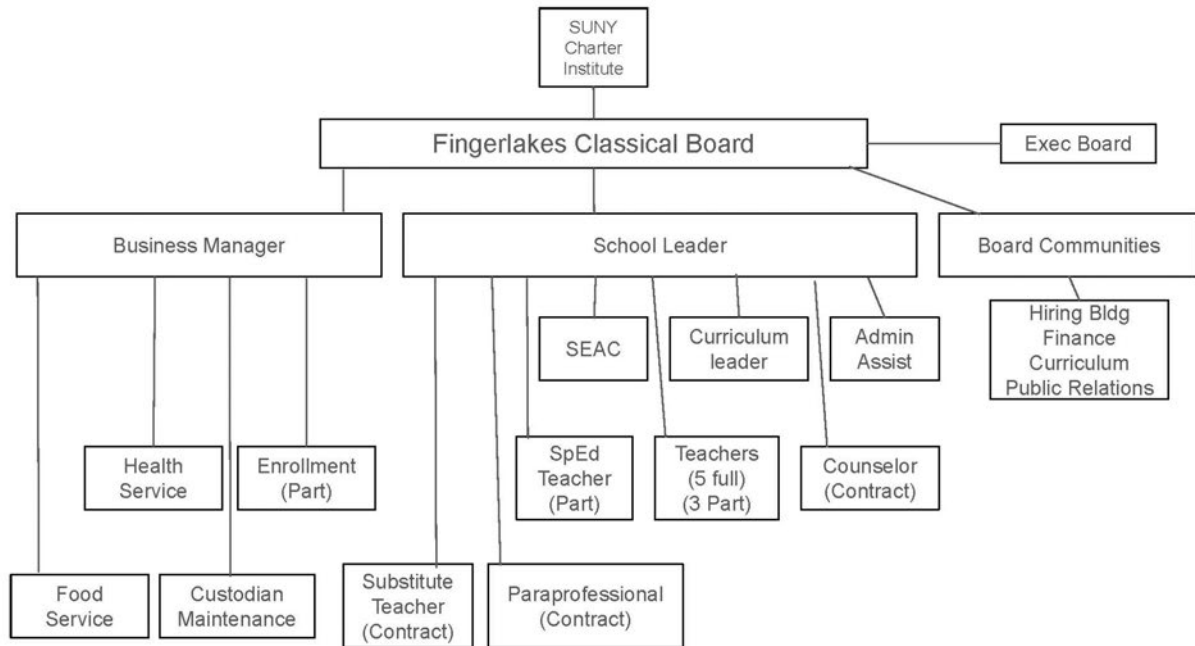


Figure 1: Year 1 Org Chart

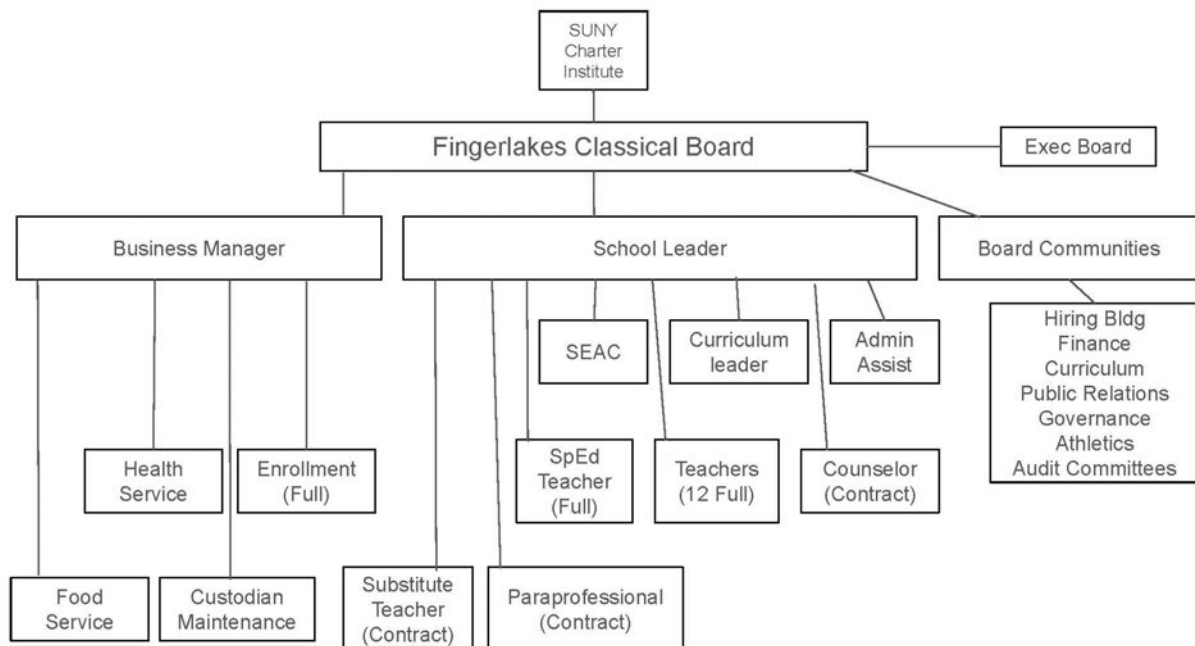


Figure 2: Year 5 Org Chart

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 (e.g., 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 overall process and criteria the school will use to select the school leader;*
 - Processes, policies, and strategies the school would implement to ensure hiring processes for school leaders are open and fair with outreach to a broad and robust pool of candidates, including underserved and underrepresented communities;*
 - 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.*

Our Organizational Chart was selected to ensure viability in academic, fiscal, and operational areas of a relatively small rural school.

Instructional leadership will be administered by the School Leader. Finance leadership will be administered by the Business Leader. FLCACS will operate five classrooms, one classroom per grade level, (growing to seven by Year 3 and nine by year 5) with one teacher per classroom, supported by the Curriculum Leader and Special Education/Assessment Coordinator. Part-time music, art, and physical education teachers will also support classroom teachers. Special education and ELL teachers will be dependent on the student population.

The School Leader will determine staff structuring based on skill and performance to best serve the needs of students. The Curriculum Leader, Special Education/ Assessment Coordinator, and all teachers will report directly to the School Leader. As our student enrollment increases, positions will be added to achieve our top priority of providing for student success. Staffing increases will follow the staffing plan as enrollment and funding allow.

Rationale:

The school structure provides the order and guidance needed for all employees by laying out the official relationships that govern the school, allowing for healthy growth and making it easier to add or replace positions.

The following School Leadership and Management Structure was selected to ensure viability in academic, fiscal, and operational areas of a relatively small rural school.

SUNY Charter School Institute:

The authorizer grants the charter to our governing body, the FLCACS Board, and holds the school accountable to all appropriate laws and statutes, as well as our school accountability plan.

FLCACS Board:

This governing body provides accountability and financial oversight and hires and evaluates the School Leader and Business Manager. They adopt and adapt school policies and oversee committees. The Board reports to the authorizer, the SUNY Charter School Institute.

-The fiscal year of the FLCACS shall be July 1 through June 30.

-Upon dissolution of the corporation, its assets shall be distributed according to the provision described in the FLCACS state charter requirements.

-Robert's Rules of Order Revised shall govern the proceedings of the FLCACS, except as otherwise provided by Board By-laws.

-These by-laws may be altered, amended, added to, or repealed by a two-thirds vote of the Board at any duly called meeting of the Board.

School Leader:

The position of School Leader is one of the most important hires made for the School. Establishing the culture of FLCACS, aligned with the School's vision, mission, and philosophy, the School Leader will be critical to the long-term success of the school. The Board will hire a highly qualified and effective School Leader, responsible for the day-to-day operations, instructional and programmatic leadership, curriculum development and implementation (in conjunction with the Curriculum Leader), personnel decisions, board communication, staffing needs, legal compliance, and fiscal oversight (in conjunction with the Business Manager). The School Leader is responsible for setting and achieving the yearly instructional priorities and supervising the teaching faculty. He/she will assist in overseeing financial management. In conjunction with the Business Manager, he/she will review contracted services from a professional firm, who will handle payroll and train administrative staff to collect, protect, and enter financial and audit information and materials. FLCACS will contract with an outside firm to conduct an annual compliance audit.

The School Leader must also have a solid understanding of classical education and a dedication to the liberal arts and the teaching of civics. Preferred candidates will have a master's degree, teaching experience at the K-12 or college level, a record of leadership, and demonstrated abilities in speaking and writing. Our School Leader, accountable to the governing board, will coordinate the hiring of teachers and staff; the implementation of a classical, liberal arts, and civic-minded curriculum (in conjunction with the Curriculum Leader and SEAC); the establishment of a studious and decorous school culture; the maintenance of a healthy enrollment; and the pursuit of financial integrity (in conjunction with the Business Manager). In addition, he/she will work to foster an understanding of liberal arts education and the virtues of school choice among parents and the larger community.

The School Leader will be supported by a highly skilled and organized Administrative Assistant. The School Leader reports to the FLCACS Board and prepares monthly reports for the Board. The School Leader will determine staff structuring based on skill and performance to best serve the needs of students. The Special Education/Assessment Coordinator, Curriculum Leader/Mentor, and all teachers and office management will report directly to the School Leader. As our student enrollment increases, positions will be added to achieve our top priority of providing for student success. Staffing increases will follow the staffing plan as enrollment and funding allow.

Business Manager:

The Business Manager is responsible for non-instructional operations, budget development, grant writing, and coordinating transportation, food service, maintenance, technology, and other outside contracts relating to the day-to-day operation of the building. Additionally, the Business Manager is the primary contact for the external accounting firm that will handle financial and human resource duties such as payroll, benefits, etc. The Business Manager also oversees the office/enrollment, food service, school nurse, and custodial/maintenance staff. The Business Manager will be supported by the Office/Enrollment Assistant, who will be detail oriented, highly personable, and a skilled communicator. The Business Manager reports to and prepares monthly reports for the Board. They are also expected to be available at all FLCACS Board regular meetings to report on the financial status of the school and present budget adjustment requests and ensure that the FLCACS Board is made aware of any potential financial concerns the school may encounter.

The Business Manager shall have responsibility for all non-academic personnel matters including having input in the hiring, discipline, and termination of all non-instructional school employees. The Business Manager will work cooperatively with the School Leader to keep the FLCACS Board well-informed about the school's financial stability.

The Special Education/Assessment Coordinator (SEAC):

The SEAC is responsible for assisting the School Leader in setting and achieving the yearly instructional priorities and the implementation of the professional development specific to Special Education. The SEAC works with the special education teachers developing and monitoring the IEPs and needed classroom modifications and may serve as an instructional coach for teachers as the School Leader designates and assists with data analysis of exams and assessments. The SEAC reports to the School Leader.

The SEAC will work with the students' home district to collect, understand and implement IEPs and 504 modifications already in place, as well as assist the School Leader with curriculum development, assessment data, and feedback.

Committees:

Section 1: Standing Committees

These committees, all of which require a minimum of one Board member on committee and to be described and approved by the Board, have the responsibility of notifying the Board of their meetings and providing a written summary of meeting attendance, topics discussed, and action taken. The Recording Secretary will maintain these reports and share them with the Board, School Leader, and Business Manager. The School Leader and Business Manager will provide feedback and a suggested action plan to the Board prior to the next board meeting. This way, input is shared and analyzed among all decision-makers.

1) **Executive Committee** - Executive Committee shall consist of the Board President, Vice President, Recording Secretary, Treasurer, and one additional parent member of the Board or Friends of FLCACS, appointed by the Board President. At least two of these positions must be held by the City of Auburn residents. A quorum of the Executive Committee shall consist of three members of the Committee. Decisions shall be made by a majority vote of those present and voting. The Executive Committee shall be responsible for long-range planning for FLCACS and shall make recommendations to the Board in this regard. The Executive Committee shall be empowered to act on behalf of the Board in matters deemed appropriate by the board, subject to ratification at the next regularly scheduled Board meeting.

2) **Curriculum Committee** - The chairman will be a member of and appointed by the Board. Members: the committee will include the Curriculum Leader and SEAC, teachers (either active or retired), and one parent. Responsibilities include informing and assessing the effectiveness and future needs regarding the implementation and integration of

FLCACS curriculum and assessment standards and fulfilling the mission statement of FLCACS. These members may be solicited or volunteer and will be approved by the Board. They will work in conjunction with the Curriculum Development Team (more information below).

3) **Finance Committee** - The chairman will be the Board Treasurer. Members will include the Business Leader, one local business owner, one local financial planner/accountant, and one parent. The responsibilities include, but are not limited to, creating and publishing an Operational Budget, consulting with accountants on spending options and legal restrictions, if any, in terms of satisfying the laws of New York State and accepting spending guidelines of the NYS Dept. of Ed.

4) **Audit** - The Board may designate an Audit Committee, which committee shall consist entirely of independent members. Each member of the Board shall, upon initial appointment and annually thereafter, provide to the President of the Board a completed independence questionnaire in the form attached to the Corporation's Ethics Policy. The President shall determine the independence of each Member based on such member's responses to the questionnaire.

a) the Audit Committee shall annually retain or renew the retention of the independent auditor to conduct the audit of the Corporation's financial statements, and upon the completion thereof, review the results of the audit and any related management letter with such independent auditor. In furtherance of the responsibilities described in this Section 3(a) of the Article, the Audit Committee shall:

I. Review with the independent auditor the scope and planning of the audit, prior to commencement of the audit;

II. Upon completion of the audit, review and discuss with the independent auditor

(i) any material risks or weaknesses in internal controls identified by the auditor,

(ii) any restrictions on the scope of the auditor's activities or access to requested information;

(iii) any significant disagreements between the auditor and management, and

(iv) the adequacy of the Corporation's accounting and financial reporting process; and

III. Annually consider the performance and independence of the independent auditor; and

b) The Audit Committee shall maintain, monitor and administer the Conflict of Interest Policy in the Code of Ethics following the Whistleblower Policy (if any) of the Corporation.

In the event that the Board of Trustees does not establish an Audit Committee, or the Audit Committee is otherwise inactive, the duties of the Audit Committee shall be undertaken by the Board of Directors, excluding only those directors who are not independent.

5) **Public Relations/Marketing-** The chairman will be an active member of the Friends of FLCACS and appointed by the Board. Members will include a Board member and local residents and business leaders as needed to fulfill the responsibilities of the Committee. The responsibilities shall include, but are not limited to, planning for and providing information about FLCACS to the public and encouraging interaction and support of the school's mission and program. The chairman will also supervise all internet pages sponsored by FLCACS and consult with the Board on appropriate information to be shared electronically. The chairman may also designate a specific individual to regularly monitor and respond to inquiries and comments received on these internet pages with the approval of the Board.

6) **Building and Outbuildings-** Chairman will be a member of the Friends of FLCACS and appointed by the Board. Members a Board member and local residents and business leaders that are familiar with building codes, construction techniques, the bidding process and maintenance of the school building, and present and proposed outbuildings. This committee will support school maintenance and custodial employees, bringing concerns and proposed changes to the Board for review and approval.

7) **Fundraising-** The chairman will be a member of the Friends of FLCACS and appointed by the Board. Members will include a Board member and local residents and business leaders as needed to fulfill the responsibilities of this committee. Such responsibilities include but are not limited to actively organizing events for the purpose of raising funds. These funds will be used to provide educational benefits and enrichment opportunities for the students of FLCACS. All events will be approved by the FLCACS Board.

Section 2: Special Committees

The President of the Board shall have the power to create and appoint such special committees as the business of FLCACS may require from time to time, and the duties and responsibilities thereof.

Curriculum Leader/Mentor:

The Curriculum Leader will work directly with and for the School Leader, providing classical curriculum training, modeling, and support for all teachers. She/He will consistently and randomly visit each classroom to ensure curriculum integrity. This person will attend professional development events and then turn-key train the staff. This person will also mentor new staff in classroom instruction.

The Curriculum Leader is directly involved in the design and implementation of curriculum, instruction, and assessment practices; it is his/her knowledge of instructional strategies, current research, and application of student achievement data that gives shape to instructional programming (Copland & Knapp, 2005).

Curriculum gaps create a barrier to student learning and have a detrimental effect on students' opportunities to learn. Gaps are created by a lack of communication among educators, varying implementation practices, available resources, and decisions about pacing. According to English (2000), "Curriculum design and delivery face one fundamental problem in schools. When the door is shut and nobody else is around, the classroom teacher can select and teach just about any curriculum he or she decides is appropriate"(p. 1).

The Curriculum Leader will work with the Curriculum Development Team and the teachers to develop and implement classical curriculum. It is important that this person is knowledgeable about classical curriculum and its practical classroom implementation. This person must be a leader. She/He must be knowledgeable in data analysis and communication. When gaps are identified, this person, along with the SEAC, is responsible to address and help the teacher(s) correct them. She/He will be visible in classrooms and available to mentor and support teachers throughout the school day and during professional development activities.

Curriculum Development Team:

The curriculum team will be comprised of the School Leader, Curriculum Leader/Mentor, Special Education/Assessment Coordinator, teacher(s), and a Board member. The team will research and establish best practices from classical education. Baseline tests will be administered at the beginning of the school year. Throughout the school year, the team

will use the baseline test data and formative assessment data to evaluate the curriculum and assess gaps in knowledge to better tailor the curriculum to the students' needs.

Teachers:

FLCACS will operate five classrooms, one classroom per grade level, (growing to seven by Year 3 and nine by year 5) with one teacher per classroom. The SEAC and Curriculum Leader/Mentor will support all classroom teachers. Classroom teachers will also be supported by part-time music, art, and physical education teachers.

Teachers will be provided a curriculum map, broken down by month, and will be expected to meet in teams and individually with the School Leader, the Special Education/Assessment Coordinator, and Curriculum Leader/Mentor to match those goals. As the school grows and there are more teachers per grade, the teachers of each grade level will be expected to meet and coordinate plans before each quarter, so that their class schedules are in line with one another.

Alignment with state standards will be the responsibility of the School Leader and the Special Education / Academic Success Coordinator (SEAC). Assessment criteria, evaluation methodologies, and maintaining New York State standards are addressed in Request 08ad "Specific Populations" and Request 09ad "Instructional Leadership".

Models:

Although neither Hillsdale College nor the CoreKnowledge Foundation is a partner organization, their influence is significant. Hillsdale College (the organization behind the Barney Charter School Initiative) was an early leader in rigorous, classical, and inclusive education, opening without discrimination due to sex, race, or creed in 1844. Today, Hillsdale College, through the Barney Charter School Initiative, is offering a well-rounded education to elementary students who otherwise may not be able to afford private education, but deserve a solid one nonetheless.

In the Curriculum Section (R-06af), we have provided an outline of the K-6 curriculum based on the Barney Charter School Initiative's Scope and Sequence and the Core Knowledge Sequence. This does not in any way imply that the Barney Charter School Initiative and the Core Knowledge Foundation endorse this work. The BCSI Scope and Sequence, as well as FLCCS, differs most significantly from the Core Knowledge Sequence in Literacy, Grammar, and Math. Literacy is based on the Access Literacy Program. In Grammar and Math, the BCSI Scope and sequence is based, respectively, on the Well-Ordered Language series and curriculum from Singapore Math.

While the BCSI and CoreKnowledge models will be our foundation, it does not mean that FLCACS will not deviate from it should a particular piece of curriculum fail to be satisfactory. Parent and teacher satisfaction and student success will be weighed into the decision to keep or discard a given piece of curriculum.

Board member, Martha Rescigno, graduated from Hillsdale College with a BA in History, a Spanish minor, and a K-5 teaching certificate. While a student at Hillsdale she worked as a research assistant in the History Department. She studied E.D. Hirsch (founder of the Core Knowledge Foundation), explicit phonics instruction, problems in education, educational philosophy, and educational psychology. She will be an integral part of the curriculum team.

The school's teachers and staff will meet regularly to discuss the efficacy of the curriculum as experienced in the classroom. If there are concerns about any component of the curriculum, the school leader will reach out to other, similar schools. The board of FLCACS has already established relationships with other BCSI schools so that those schools can be used as mentoring resources. Changes to a program as carefully connected as BCSI's would be a serious undertaking and the advice of other schools would be weighed in before such changes would be made. Only after consulting with other, successful users of a particular curriculum for advice and attempting to follow their lead, would changes be made. Changes would only be made between school years, not during.

In skill-based subject areas (especially Literacy and Math), this guidance may need to be tailored for specific students. As a new school, we are aware we will likely have some students working a year or more behind the Scope and Sequence in Math, supporting the decision to make math placement skill-based during the same time period.

Management Practices and Procedures:

The management positions and their relationships with one another are based on principal areas of academics, special populations, operations, and culture/discipline. A strong start-up is essential to fidelity to the mission and the long-term growth of the school, even in a smaller more rural area. FLCACS will have a strong start with these key management roles in place, enabling a successful move from start-up to sustainability.

Management will be both hands-on and interactive, working with each individual while not micro-managing them. FLCACS understands that each team member has both his/her expertise and responsibilities which are clearly defined.

For example, the Business Manager is responsible for Budget Development, but the final acceptance of that budget and eventual presentation to the Board is done in conjunction with the School Leader. These roles have been defined so that the School Leader can focus on the academic aspects and the day-to-day operations, while the facilities aspects of the operation have been distributed over to the Business Manager.

A similar situation exists with the SEAC and the School Leader, where Special Education needs are the responsibility and expertise of the SEAC, yet the School Leader is apprised of the SEAC's work. The SEAC also assists in the assessment process, working in conjunction with the School Leader, allowing him/her to continually have a hands-on approach without being responsible for every detail of every operation. Again, the Curriculum Leader will work on the detailed daily implementation of the curriculum in conjunction with the School Leader and with the input of the SEAC.

This distributed approach to management will allow our limited staff to utilize their time more efficiently, focusing on their areas of specialty, while still working together with all involved so that no aspects of the tasks ahead are neglected.

In addition to internal management, FLCACS strongly believes community and parental engagement are critical for both the school's and the students' success. An important objective will be simple and meaningful opportunities for parents to be involved in the school and their child's education as well as civic opportunities to engage with the community. Collaborative decision-making builds cooperation, which is essential for sustainable communities.

The school will utilize the student data system ParentSquare. ParentSquare is an easy-to-use communication tool that allows communication via text, email, and phone calls between families and the school. This system captures all student demographic data as well as schedules, grading, and assignments. Parents can easily monitor their children's learning progress and communicate with the school.

The School leadership, faculty, and staff will model collaboration, with the intended result of a positive school culture and becoming an asset to the community. With this modeling, every FLCACS student's goal should be to become a witness to the school virtues of prudence, justice, fortitude, and temperance.

With the knowledge that federal, state, and local laws, contracts, and policies need to be followed, some decision-making will be definitive. Emergencies and decisions involving laws and policies cannot be made using a collaborative process.

- Changes in school policy must be approved by the Board.
- Hiring and dismissal of employees may be subject to Board approval.
- Long-term suspensions and expulsions of students, and their appeals, may be subject to Board approval.
- All financial transactions must be approved by the School Leader and Business Manager.
- Transactions over \$20,000 must be approved by the Board Treasurer. All transactions will be reviewed by the Board Treasurer so that they may make their monthly reports to the Board.

Management Evaluation Procedures:

The FLCACS Board will evaluate the School Leader annually, based on effectiveness, interaction with parents, students, and teachers, and the overall performance of the school. The performance of our school leadership is integral to the success of our faculty and students and therefore has high expectations.

Below are the criteria and procedures for evaluation of the School Leader and the leadership team positions at FLCACS.

1. Prior to the beginning of the school year, the School Leader and the FLCACS Board will meet to establish specific academic performance and program goals for the year, such as how to address closing potential achievement gaps, or improving math skills.
2. A formal meeting during the second marking period will be held to determine progress against the established and specific goals.
3. A formal meeting during the fourth marking period will be held to mark progress against the established and specific goals.
4. The School Leader will submit evidence of the year's progress toward goals.
5. A comprehensive end-of-year evaluation is delivered by the board after considering the evidence, as well as a self-evaluation.
6. A copy of the evaluation is placed in the School Leader's personnel file.

Teacher/Staff Evaluation Process:

A series of similar procedures will take place for all other staff, both teaching and non-teaching. Each person will meet with their direct supervisor.

1. Prior to the beginning of the school year, the direct supervisor will meet to establish specific performance and program goals for the year.
2. A formal meeting during the second marking period will be held to determine progress against the established and specific goals.
3. A formal meeting during the fourth marking period will be held to mark progress against the established and specific goals.
4. Instructional Staff will align instruction with curriculum defined by the Curriculum Team and adjust to accommodate student needs in coordination with the Special Education/Assessment Coordinator.
5. The staff member will submit evidence of the year's progress toward goals.
6. A comprehensive end-of-year evaluation is delivered by the direct supervisor after considering the evidence, as well as a self-evaluation.
7. A copy of the evaluation is placed in the staff member's personnel file.

In the case of teacher evaluations, utilization of the Danielson Rubric, mentioned in Request 9ad "Instructional Leadership," will be incorporated into this process.

The Charlotte Danielson Rubric was designed to help districts promote a common definition and understanding of excellence in teaching, one that everyone (teachers, administrators, and the larger community) can easily comprehend. FLCACS will customize this framework for teaching the school community. A brief description of this evaluation topics are below:

Planning and preparation:

- Applying knowledge of content and pedagogy
- Knowing and Valuing Students
- Setting Instructional Outcomes
- Using Resources Effectively
- Planning Coherent Instruction
- Designing and Analyzing Assessments

The Learning Environment:

- Cultivating respectful and affirming environments
- Fostering a Culture for Learning
- Maintaining Purposeful Environments
- Supporting Positive Student Behavior
- Organizing Spaces for Learning

Learning experiences:

- Communicating about purpose and content
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment for Learning
- Responding Flexibly to Student Needs

Principled teaching:

- Engaging in reflective practice
- Documenting Student Progress
- Engaging Families and Communities
- Contributing to School Community and Culture
- Growing and Developing Professionally
- Acting in Service of Students

This teacher evaluation rubric is designed to help districts promote a common definition and understanding of excellence in teaching which leads to the best results in learning. This system appears to be a good fit for our program based on the emphasis on solid understanding of content and the synthesis of content from different areas. We have provided a budget allotment for merit-based pay to attract and retain the best teachers. The goal here is to make sure we not only evaluate management and teachers fairly and honestly, but to also recognize and reward achievement in order to maintain quality staff.

Management Recruitment:

The importance of hiring and retaining a highly-qualified and committed School Leader cannot be understated. This is especially true in a rigorous educational program. The School Leader will be selected based on criteria found in Request 12ac "Personnel." The most significant characteristics of the School Leader candidate include leadership ability; the intellect and extent of knowledge needed to create and foster a climate of learning; and a firm understanding of and loyalty to classical education and the tradition it represents.

The leadership philosophy is that the School Leader must be the academic leader, or master teacher, of the school. In this role, the school leader is a mentor for the rest of the faculty.

The school will aggressively recruit excellence in teaching at the local, state, and national levels. Recruitment strategies to be used may include: traditional and digital marketing strategies, job fairs, university career fairs, social media, advertising, and direct referrals. FLCACS will advertise online, in select local markets, and throughout the network of classical and charter schools as well as classical higher education.

FLCACS will take great care to recruit a high-quality School Leader in order to ensure high-quality educators for its students and superb leaders for the administrative team. Candidates who pass an initial screening will progress to a phone interview. They may then be invited to FLCACS for an on-site meeting. Candidates may be requested to conduct a demonstration lesson for the hiring committee, composed of the FLCACS board and possible board consultants. FLCACS will screen all candidates by conducting full criminal background checks and fingerprinting clearance in accordance with New York State statute and which would meet or exceed any school district set of policies. Prior to hiring any applicant, FLCACS will check the person's references carefully and thoroughly. The school may check both the references an applicant lists on an application as well as supervisors not named on the application or resume when possible.

Staff Recruitment:

In addition, FLCACS will use the same methodology when hiring non-academic personnel. Key traits, beyond expertise in their field, will be the ability to communicate, both orally and in written format, the ability to work with others, especially under time constraints, and the ability to be a team player, understanding that the needs of the students and the school always take priority. All employees must be believers in the mission. Many lessons can be learned by students from their interaction with the Custodian, Food Service personnel, or Nurse. We want to make sure that all interactions that take place on our campus reflect the virtues of prudence, justice, fortitude, and temperance.

R-12ac Personnel

a. Staffing Chart and Rationale

Complete the table provided in the budget template to list every position (both instructional and non-instructional, and including part-time 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 and identifies a specific comparative source for staff salaries (e.g., a document with teacher salaries from the school district of location). Please note all positions outlined within the application should be reflected in the staffing chart.

			Number of Staff			
Year		Year 1	Year 2	Year 3	Year 4	Year 5
School Year		2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Grades		K-4	K-5	K-6	K-7	K-8
School Leader		1	1	1	1	1
Special Education/Academic Success Coordinator		1	1	1	1	1
Business Manager		1	1	1	1	1
Curriculum Leader		1	1	1	1	1
Administrative Assistant		1	1	1	1	1
Office/Enrollment		1	1	1	1	1
Classroom Teachers		5	6	7	8	9
Teacher Assistants		1	1	2	2	2
Music Teacher		0.5	0.5	1	1	1
Art Teacher		0.5	0.5	1	1	1
Physical Education		0.5	0.5	1	1	1
SPED - ENL teacher (qualified/ trained)		0.5	0.5	1	1	1
Nurse		0.5	0.5	0.5	0.5	0.5
Custodian/ Maintenance		1	1	1	1	1

Food Service	1	1.	1	2	2
Total Personnel	15.5	16.5	20.5	22.5	23.5
Total Students	78	104	126	150	172

Rationale for Staffing:

Starting out with K-4, we are looking to maintain a classroom size of approximately 20 students or less (initially our average class size is 18) per teacher. This results in 5 Classroom Teachers, and one floating Teacher Assistant (Paraprofessional). We expect they will be utilized mostly in the K-2 section, but can assist anywhere needed. The Curriculum Leader will be roaming from classroom to classroom, ensuring the integrity of the classical curriculum by encouraging, modeling, observing, and providing feedback.

Our Special Education / Academic Success Coordinator (SEAC) has a dual role to play, that of handling Special Education as well as working with assessments. Based on estimates of 10% of the student population falling into that category, FLCACS believes that only a part-time Special Education teacher, working in coordination with the SEAC, will be required. The SEAC will also administer the ELL plan. FLCACS will hire ELL support staff according to enrollment need.

Part of Classical Education is the appreciation of Art and Music. We plan to instill these concepts at an early age and therefore have part-time Specialty Teachers to cover Art and Music. In addition to that, we also have a part-time Physical Education teacher, as it is critical to take care of oneself and one's body, in order to experience both the true beauty of the world and, have an alert mind ready to absorb all of the intellectual stimulus classical curricula provides.

Along with proper exercise comes a proper diet. Unfortunately, some children do not receive this at home and their most nutritious meal may be at school. FLCACS will provide lunches for the children and will also be part of the FRPL program. This is the reason we will be hiring a part-time (4 hours/day) Food Service person.

The children's health and safety is an utmost concern. Having a school nurse on staff, even if only part-time (4 hours/day) will provide both emergency care and preventative training as we will be requesting our nurse to teach Health and Hygiene classes, Safety classes (Fire, Bus), and awareness classes (Lead Poisoning Awareness, Stranger Danger).

Our School Leader will be in charge of the day-to-day operations and will work with the SEAC in coordinating assessments. The Administrative Assistant will support the School

Leader in their role, especially in keeping up with daily correspondence with the community and the staff.

Beyond running the school, the fiscal responsibilities, both in obtaining funds through grants, student allotments from the various districts, and federal and state programs, and coordinating the payment for educational materials, supplies, and staff is a full-time job by itself. For this reason, we will be hiring a Business Manager. This person will also oversee the non-academic staff, alleviating some of the management requirements of the School Leader.

The Business Manager will also be responsible for the marketing campaign to ensure enrollment matches our projections and that the school branding continues to be in the forefront of the communities mind. To aid with this task, and to guarantee that all pertinent information is captured via each contact, a part-time Office / Enrollment Clerk will be hired.

Finally, the building itself will need upkeep and constant cleaning, as a clean environment is a good learning environment. A full-time Custodian / Maintenance person will be hired for just this task. As mentioned, that person, along with food service, office/enrollment, and the nurse will report to the Business Manager.

As we expand, we will be looking to add one grade level per year, which results in 1 additional teacher each year. By year 3, the need for an additional Teachers Aide, as the number of classrooms will be at 7 at that point. We also expect to have an enrollment of 120 in that year, so we expect to have the 3 Speciality teachers going full-time, along with the Special Education teacher, and the Office / Enrollment Clerk. FLCACS expects to have 9 classes by year 5 and a staffing complement of 23 individuals, 2 of which are part-time.

Salaries:

Staff salaries are commensurate with local salaries on the charter school / private school level and at or lower than most public schools. The Auburn City School District elementary principals' salaries range from \$96,000 to \$125,000. Our School Leader's salary is \$90,000. Auburn's Business Manager salary was \$135,000 as of 2022. Our Business Manager's salary is currently set at \$75,000.

In our budget, we have what would be considered an average cost for teachers, slightly higher than other charter and private schools, but lower than the public schools. However, our actual salaries will vary based on experience. We also want to be able to offer merit pay as teachers prove themselves over time. Thus, the teacher's budgeted salary of \$50,000 could actually range from \$40,000 to \$60,000. Auburn City School Districts' teacher salaries range from \$45,500 to \$ 66,300 with an average of \$54,500.

Below is a table of FLCACS's salary structures. We understand that the NY Median is higher than the national average (these numbers came for the US Bureau of Labor of Statistics). The Auburn numbers are lower than those medians, but in many cases are higher than ours, and as stated on the prior page, the numbers used in the budget are an average. Actual salaries will vary.

			Comparative Salaries		
		FLCACS	NY Median	Auburn	Other Districts
School Leader		75,000	141,000	93,000	
Special Education/Academic Success Coordinator		60,000	92,600		
Business Manager		50,000	143,000		90,000
Administrative Assistant		30,000	43,600		
Office/Enrollment (PT)		30,000	39,500		
Classroom Teachers		48,000	78,000	52,000	
Teacher Assistants		31,200	34,000	32,500	
Music Teacher (PT)		48,000	72,500	52,000	
Art Teacher (PT)		48,000	72,500	52,000	
Physical Education (PT)		48,000	62,500	52,000	
SPED - ENL teacher (PT) (qualified/ trained)		60,000	78,700		
Nurse (PT) - \$20/hr		29,120	41,200		
Custodian/ Maintenance		31,200	53,000		
Food Service (PT)- \$15/hr		21,840	32,500		

b. Qualifications and Responsibilities

Provide a list of qualifications and responsibilities for each position including all instructional, non-instructional, and administrative positions as well as any part-time positions.

School Leader:

Our School Leader will be experienced and responsible for hiring teachers, implementing a classical liberal arts and civic-minded curriculum, establishing a studious school culture, maintaining a healthy and safe enrollment, and ensuring financial integrity. These leadership responsibilities are essential to helping achieve our mission, vision, and philosophy, develop and sustain a community of learners, and build a strong network of parents. FLCACS prefers a School Leader to have a master's degree, teaching experience at the K-12 or college level, a record of leadership, and demonstrated abilities in speaking and writing.

Roles and Responsibilities:

- Implementing the academic program and creating a culture that fulfills the mission and vision of the school consistent with the board's classical philosophy.
- Establishing themselves as the master teacher of the school.
- Supervising and monitoring the educational program, including special education.
- Designing the school master schedule to ensure adequate time is spent on each content area.
- Implementing an assessment and record system that provides academic and anecdotal information on each student.
- Monitoring the achievement goals for the school and for each student.
- Implementing a school-wide tool for parent and community communication.
- Establishing the plan to develop moral character and virtue into the academic program and communicating this program to staff, students, and parents.
- Establishing all school procedures and organizing systems that allow for student and staff safety and well-being.
- Reporting school activities and academic achievement to the board at regular board meetings.
- Conferring with teachers, students, and parents concerning educational and behavioral problems in school.
- Providing teachers with clear expectations for classroom management procedures.
- Monitoring classroom management plans for teachers to ensure consistency and alignment to the school-wide plan.
- Providing teachers and staff with an understanding of students' backgrounds through professional development.
- Providing teacher involvement and development opportunities.

- Establishing specific staff expectations for conduct and the oversight and planning for student interventions at classroom level..
- Monitoring student enrollment, attendance, and engagement.
- Implementing a school-wide character development and academic honor program to recognize and motivate students for accomplishments.
- Establishing, communicating, and monitoring the school's discipline system to promote student responsibility and good conduct.
- Providing school activities that integrate curriculum content, such as field trips and assembly experiences.
- Providing opportunities for parent participation, including in the school's governance.
- Providing in-service and outreach opportunities to support parents in communication and educational support for their children.

Special Education/Academic Success Coordinator:

The Special Education/Academic Success Coordinator (SEAC) will be expected to have all of the same education and qualifications as a classroom teacher (see below), along with leadership and managerial experience. He/she will also oversee the Special Education Program and teachers, working closely with the School Leader on instruction, programming, and curriculum development and implementation. SEAC will work closely with the Special Education teaching team, the School District CSE, and any special education contracted services. SEAC will oversee compliance with special education, ELL, and 504 laws and, under the supervision of the School Leader, will be the primary point of contact for district CSE communication and IEP meetings.

Under the supervision of the School Leader, responsibilities may include:

- Develop and evaluate the special education teaching faculty by facilitating an annual goal setting process, and regular classroom observations and debriefings.
- Provide feedback on annual curriculum maps, unit plans, and lesson plans.
- Lead faculty in collecting, reviewing, and responding to student achievement data.
- Provide academic achievement updates to the School Leader.
- Ensure compliance with all special education, ELL and 504 law.
- Liaise with local district student's CSEs and schedule onsite related services, IEP meetings, etc..
- Monitor the effectiveness of special populations programs utilizing assessment data.
- Monitor enrollment numbers of ELL and special education students and make recommendations for staffing needs to the School Leader

Business Manager:

The Business Manager will require a bachelor's degree and assist the School Leader in coordinating transportation, parking, food service, custodian/maintenance, security, fire safety, and other outside contracts relating to the day-to-day operation of the building. Additionally, the Business Manager is the primary contact for the external accounting firm that will handle financial and human resource duties such as payroll, benefits, etc. The Business Manager will be responsible for budget development, grant writing, grant research, and grant processing. The Business manager will also be responsible for receipt of funds from the students home school district. Oversight of the office/enrollment manager, school nurse, maintenance staff, and cafeteria staff is required. The Business Manager reports to the School Leader.

Responsibilities may include:

- Development of annual budget.
- Liaise between students' home school district and FLCACS to ensure receipt of funding.
- Generate grant applications and research new grants.
- Research equipment, seminars, and training programs at the request of the School Leader.
- Develop a marketing plan for enrollment and oversee its implementation.
- Improve procedures for daily operations including transportation, safety, nutrition, and maintenance.
- Create, implement and ensure operational accountability plan, including audit, timelines/deliverables and key performance indicators.
- Work with the external firm to process employee payroll and benefits, and weigh and monitor the impact of operational decisions on the organization's financial health.
- Oversee maintenance of existing facilities, and participate actively in project planning around new and future facilities projects.
- Oversee the selection of vendors including competitive bid-solicitation and maintain regular communication with vendors.
- Oversee infrastructure and equipment management.

Administrative Assistant:

The Administrative Assistant will assist and support the School Leader. A bachelor's degree is preferred, along with similar office experience. He/she must have effective written, oral, and visual communications skills.

Responsibilities may include:

- Assist in maintaining a proper functioning main office.
- Assist in answering and directing phone calls.
- Assist in sorting and delivering mail.
- Assist with other school operations as necessary including transportation, records, and purchasing.

Office/Enrollment Clerk:

The office/enrollment clerk will require office experience and effective written, oral, and visual communications skills. He/she will report to the Business Manager and assist in school operations.

Responsibilities may include:

- Respond to, chart, and tract student enrollment, working within the Charter Lottery System rules and regulations.
- Maintain a well functioning main office and answer and direct phone calls as needed.
- Assist with other school operations as necessary including transportation, records, and purchasing.

Classroom Teachers:

Teaching faculty will possess at least a four-year degree, be able to show competence in the core academic areas in which they teach, demonstrate a love for educating children, and explain why they want to work in our unique program. Once hired, teachers will receive extensive and ongoing professional development from FLCACS' own internal programs, along with other quality training offered both locally, statewide, and nationally.

A teacher should:

- Be committed to the mission, vision, and objectives of the school as set forth in this charter application and as more fully described through faculty training and day-to-day life at the school.
- Be highly-qualified in their field and conduct his/her duties in a professional manner.
- Make decisions that serve the best interests of the education of the students.
- Develop an expectation of success and excellence for the individual student and the school as a whole.
- Be intellectually curious and display the same sense of wonder that the school expects of its students
- Should be self-motivated to continue to develop professionally, as they participate in the professional development offered by the school.

Special Education Teacher:

Special Education teachers implement curriculum that aligns to students individualized education programs. Special education teacher reports to the SEAC. They will require a bachelor's degree in education or a related field and certification in special education, as well as a track record of success in raising student achievement.

Major responsibilities include:

- Utilize adopted curricula and work with general education teachers when differentiation is needed for diverse students.
- Scaffold, chunk, or modify instruction to meet students' IEP goals.
- Monitor/report student's academic and social progress.
- Communicate with students' families, including before and after IEP meetings.
- Create opportunities for students to participate in the community.

English as a New Language Teacher (or FLCACS Special Education Teacher with necessary training, dependent on population need):

ENL teachers provide the services ELL students need to acquire English proficiency. ENL teachers report to the SEAC. They require a bachelor's degree in education or a related field and certification in English as a New Language. They should have a track record of success in raising student language proficiency.

Responsibilities include:

- Provide "pull-out" ENL services.
- Provide integrated language instruction in ELA and other subject areas for ELL students.
- Co-plan with general education and assistant teachers to strengthen the differentiation and scaffolding within their classrooms and subjects.
- Facilitate assessments for ELL students and prepare reports.
- Communicate with parents.
- Create opportunities for students to participate in the community.

Teacher Assistant:

Assistant teachers assist the general education teachers in classroom duties. Assistant teacher reports to the classroom teacher. A bachelor's degree in education or a related field is preferred. Ongoing education is encouraged. Effective written, oral, and visual communications skills, along with adaptability skills are important.

Responsibilities may include:

- Assist in developing and executing curriculum in a co-taught classroom.
- Monitor and report on student's academic and social progress.

School Nurse:

The School Nurse will provide health services to students, monitor students' medical conditions, communicate with parents/guardians, and help ensure compliance with relevant laws and regulations. The School Nurse reports to the Business Manager. He/she must have their New York State Registered Nursing License. A track record of success in working with underserved youth is preferred, along with two years of relevant experience with demonstrable success in a similar role.

Major responsibilities include:

- Administer daily medication.
- Assist with injuries and illnesses.
- Respond to emergencies within the school building.
- Follow New York State and federal regulations for school student health.
- May teach short classes or give presentations on the following:
 - Health and Hygiene
 - Fire Safety
 - Bus Safety
 - Outdoor Safety
 - Lead Poisoning
 - Stranger Danger

Custodian/Maintenance:

The Custodian/Maintenance person will provide both daily janitorial services and general maintenance to the building and equipment. Outdoor areas around the school, including walkways, playgrounds, and parking areas should be overseen by this person. The Custodian/Maintenance person reports to the Business Manager. An associate's degree in a related field is preferred. Two years of experience in school facilities maintenance, general building maintenance or repair work, and/or custodial experience is preferred. Knowledge of safety regulations, procedures and security in the workplace and public buildings, buildings and grounds maintenance and repair practices and procedures is required.

Needed:

- Physical condition commensurate with the demands of the position.
- Possession of a valid New York State driver's license and certificates appropriate to the vehicles, equipment and/or machinery operated at time of appointment or during the course of employment consistent with the needs of the school.
- Experience with preventive maintenance programs to ensure building, grounds and equipment are maintained in a safe operating condition, including repairs on equipment, such as plumbing, HVAC and electrical systems

Food Service Worker:

The food service worker will be required to prepare the cafeteria area, distribute food, collect funds from students not in FRPL, and clean up after one class in advance of the next.

Responsibilities may include:

- Accepting the food from the service provider.
- Organization of food with proper presentation.
- Interaction with children, both in answering questions about the food and describing menu options.
- Cleaning cafeteria and kitchen area.

The School Leader of FLCACS will assess any non-certified staff using the clear standards presented by the New York State Department of Education. For instance, a retired college-level instructor may be interested in teaching at FLCACS but does not have a teaching certificate. All Special Education teachers will be certified.

c. Staff Recruitment and Retention

Describe plans to recruit and retain staff members, particularly high-quality teachers including:

- ***Processes, policies, and strategies the school would implement to ensure hiring processes for teachers and staff are open and fair with outreach to a broad and robust pool of candidates, including underserved and unrepresented communities;***
- ***Description of processes and policies to recruit and hire qualified teachers and other staff members that consider the specific quality and availability of talent in the proposed geographic area; and,***
- ***Description of strategies for retaining high-quality teachers.***

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.

FLCACS will conduct national searches for the best qualified teachers, including through the National Alliance for Public Charter Schools, advertisement in local media and networking with other high-performing schools. Applications for faculty and staff positions will be accepted from all qualified candidates. Applicant screening, interviews, and selection will comply with all employment nondiscrimination laws and policies. Once a candidate is selected by the school leadership, the appropriate staff member will help to facilitate final referencing and criminal background checks. The School Leader will offer regular hiring updates to the Board.

In the scenario that in-person interviews are unavailable, video conferencing and Zoom can be utilized for the interview process. Analysis of the teacher's prior remote experience as well as a request for a sample remote class performance before the School Leader and the hiring committee may be incorporated in this case.

Employment with FLCACS is on an at-will basis; policies and procedures have also been defined to handle unacceptable leadership or employee performance. In the event that performance is unacceptable, and depending on the particular circumstances, discipline may occur. Discipline may include a warning, coaching, Performance Improvement Plan, or suspension/administrative leave. If the employee does not meet performance expectations or there is a significant violation of policies or procedures, termination may occur.

The ability to pursue the mission and implement the programs described in this application requires FLCACS to attract and retain highly effective leaders, teachers, and staff. School leadership will determine staff structuring based on skill and performance to best serve the needs of students. Applications for staff positions will be accepted from all

qualified candidates. Applicant screening, interviews, and selection will comply with all employment non-discrimination laws and policies.

The plan for attracting and keeping highly qualified staff relies on investing in the creation of a highly positive work environment. Base salaries will be determined by professional education levels, years of experience, and the merit of their experience. The base salary will be in the average range, although competitive, for teachers in Central New York Charter Schools. Salary increases will be recommended by the School Leader and determined by the Board of Trustees.

Merit pay will be encouraged as an incentive to retain quality staff members. Our budget has built into it higher than expected salary expenses so that merit pay will be available. The standard 2% increase seen elsewhere does not recognize outstanding performance. If we want outstanding performance from our students, we have to recognize outstanding performance in our teachers.

R-12d Personnel Policies

d. Personnel Policies

Submit a copy of the proposed education corporation's personnel policies. The policies should include Act requirements for personnel such as fingerprint supported criminal background checks and receipt of the Code of Ethics, Conflict of Interest Policy (if separate), and Whistleblower Policy, and ensure compliance with applicable state and federal employment laws and regulations.

The hiring procedures described in the personnel policies must include (in addition to other antidiscrimination language that may be required by law) specific reference to the fact that the school will not discriminate on the basis of gender in compliance with Title IX of the Education Amendments of 1972, 20 USC § 1641, and 34 CFR § 106.9, and list the name, office address, and telephone number of the employee or employees appointed to provide information and investigate complaints pursuant to 34 CFR § 106.8.

All policies and procedures set forth here are presented only as a matter of information. These policies and procedures may be changed or deleted and new policies or procedures may be added by the school at any time. These are not intended to constitute a contract between the organization and its employees or to change the nature of the employment relationship between the organization and its employees, which is "at will."

Civil Rights Act of 1964

The United States Equal Employment Opportunity Commission (EEOC) enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 U.S.C. § 2000e et seq.). An individual can file a complaint with the EEOC anytime within 300 days from the harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint, and determine whether there is reasonable cause to believe that discrimination has occurred, at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court.

The EEOC does not hold hearings or award relief, but may take other action including pursuing cases in federal court on behalf of complaining parties. Federal courts may award remedies if discrimination is found to have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

An employee alleging discrimination at work can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669- 4000 (TTY: [REDACTED]) visiting their website at www.eeoc.gov or via email at [REDACTED]

If an individual filed an administrative complaint with the Department of Human Resources (DHR), they will file the complaint with the EEOC to preserve the right to proceed in federal court.

Equal Opportunity Employer (EOE) & American Disability Act (ADA): FLCACS's personnel policies are intended to comply with all applicable state and federal employment laws and regulations, including EOE and ADA. We will employ the best-qualified personnel without regard to sex, gender identity, race, religion, color, creed, ancestry, national origin, citizenship, political affiliation, sexual orientation, veteran status, age, marital status, genetic characteristic or disability in all aspects of employment. FLCACS will not discriminate against qualified, disabled individuals solely for reasons of their disability, enabling a qualified person with a disability to perform the essential functions of a job by making necessary reasonable accommodations.

Performance Standards

All employees shall perform jobs responsibly in a professional and conscientious manner. Employees are expected to meet the following general performance standards in addition to the specific job responsibilities and qualifications outlined above. Employees are required to:

- Be punctual and follow regular work schedules consistently;
- Perform duties assigned by the Board, School Leader, and supervisor. Duties may extend beyond the instruction day and may include off-site functions, events, and activities;
- Be respectful to all students, co-workers, visitors, guests, and community members;
- Demonstrate the highest level of professionalism, moderation, and civility, serving as appropriate, positive role models for students in behavior and demeanor;
- Abide by laws, ordinances, Board policies and directives while performing duties for FLCACS;
- Provide students with effective, safe supervision, organization, and positive instruction
- Respect, protect, and use care in handling and operating FLCACS equipment and property;
- Complete required reports and student progress data accurately and in a timely manner.

Professional Conduct

The successful operation and reputation of the FLCACS is built upon the good character of its employees. Staff members are role models. Our reputation requires careful observance of all applicable laws and regulations as well as regard for the highest standards of conduct and personal integrity. All employees have a responsibility to the School, our students, parents, community, and the public to conduct themselves in a positive, professional manner that will earn our stakeholders' trust and confidence. FLCACS will comply with all applicable laws and regulations and expects its trustees, leaders, and employees to conduct business in accordance with all relevant laws and to refrain from illegal, dishonest, or unethical conduct. Compliance with this policy is the responsibility of every employee. Disregarding or failing to comply with this standard of business ethics and conduct could lead to disciplinary action, up to and including possible termination of employment. School employees need to ensure that any external activity does not conflict with their FLCACS duties or give the appearance of such conflict. Employees need to disclose any potential conflict of interest to the School Leader as soon as it becomes known to them.

Dress and Appearance Policy

Every employee contributes to the persona of FLCACS. It is important that they portray a favorable image. Employees are expected to dress professionally and appropriately for their particular assigned function. Professional attire is always required when performing work on behalf of FLCACS. Although there are times that employees may dress more casually in the office on announced days or for special circumstances, it is expected the policy of appropriate appearance will be followed. The following are considered unacceptable work apparel, although the list is not all-inclusive:

- Clothing in bad repair, or is badly soiled, worn or torn.
- Provocative apparel including see-through or low-cut tops; mini-skirts or skirts with deep slits; cutoffs, skin-tight or spandex pants or leggings, exposed midriffs/chests, skin-tight shirts or pants.
- General appearance or clothing that is too casual for the work environment. A few examples of inappropriate business apparel include athletic clothes, play-wear, casual shorts, tee-shirts, shirts with slogans or inappropriate graphics, sweat pants, jeans, sneakers or old athletic shoes, flip-flop type sandals.
- Offensive visible tattoos, facial jewelry, or an excessive number of earrings or other jewelry during the workday or while representing FLCACS.

Inappropriately attired employees/volunteers will be asked to change their clothes.

Confidentiality Policy

School employees are required to preserve the confidentiality of any and all records containing personally identifiable information of students. Student records are confidential by virtue of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities in Education Act (IDEA), state privacy laws, and other laws and regulations. School employees may not disclose personally identifiable information about school students unless they have been given clearance by the School Leader and are certain that the disclosure is permitted by law. All student records maintained in the central school office as well as in teacher's classrooms must be secured at all times. Only employees with a legitimate need for access to a student's records may access them without written parental permission. Also, school employees who have access to the social security numbers of school personnel are required to preserve the confidentiality of this information and only disclose it for legitimate or necessary business purposes.

Employment Status

Employees shall receive annual letters of employment that state the terms of their employment. Employees may be hired as regular full-time employees, and as such will be eligible for all benefits provided by the school. The school may also hire part-time staff members who are employed for less than 40 hours per work week. Part-time employees, temporary employees, and independent contractors are not eligible for benefits. FLCACS will verify that all of its employees are authorized for employment in the United States. Time off from work without pay for part-time employees may be granted by the School Leader.

Overtime Pay

Non-exempt (hourly) employees who physically perform work for more than 40 hours in the work week will receive pay at a rate of one and a half times their normal hourly rate for overtime hours. Hours worked up to 40 hours are paid at the straight-time rate. Only hours physically worked count toward overtime pay; accrued time off, holiday, or other paid time off does not count toward overtime pay.

Exempt (salaried) employees will not receive overtime pay.

Benefits Package

FLCACS reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws. Each employee will be notified of any alteration in the benefits package.

Medical and Dental Insurance

The Board will select a medical insurance plan, which may include more than one option of provider or provider networks, which the school will provide to each full-time regular employee. Employee co-payment for health care coverage will be required and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.). Employee contributions for health care and dental coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the School Leader or his/her designee. The Board will select a dental insurance plan that the school will provide to each employee. Employee copayment for dental coverage will be required and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.).

Continuation of Health Insurance Benefits (COBRA)

COBRA offers Employees, spouses, domestic partners, and dependent children the ability to continue existing health/dental insurance coverage at their own expense. Employees must meet qualifying conditions to participate in COBRA. Employees will receive COBRA information at the time of the qualifying event.

Workers Compensation Insurance

Injuries resulting from accidents that occur while performing official duties on behalf of FLCACS are covered by workers' compensation insurance. Any employee who suffers an injury as a result of such an accident must report the injury to the School Leader within the same day and file a report with the School Leader or his or her designee as soon as possible. Such employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Disability Insurance

The school carries short-term disability insurance in accordance with New York State law. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms with the director or his or her designee. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Declination of Insurance Benefits

Any employee who wishes not to accept any of the insurance benefits offered by the school is required to submit such a request in writing to the School Leader.

Unemployment Compensation

FLCACS contributes to the Unemployment Compensation plan administered by the State of New York.

School Leader's Benefits

The insurance coverage and benefits package offered to the School Leader may differ from that offered to other employees, subject to a determination by the Board of Trustees, and consistent with applicable state, federal, or other laws.

Reporting Responsibilities

School staff members are MANDATED to report SUSPECTED child abuse or neglect. We need not be certain that a child is being abused; we need only suspect abuse or neglect in order to report it. The following examples of "Red Flags" need to be reported to the counselor immediately:

- A child who talks about wanting to hurt or kill him or herself.
- Any injury, mark or bruise that looks concerning and for which there is no viable explanation. Only one adult should ask the child how the injury occurred – avoid excessive questioning.
- A child who complains that he/she cannot sit down because they have been spanked.
- Inappropriate sexualized behavior, either acting out or knowledge that is not age appropriate.
- A child who expresses fear or concern about going home, or about someone in his/her home or about something happening at home.

If you suspect that a child is being abused or maltreated, contact the School Leader in person as well as provide a written documentation by using the Confidential Report of an Allegation of Child Abuse. Once this is completed, it is every teacher's responsibility to report the suspicion to the Association of Children's Services (ASC) with consultation of the School Leader. Do not let a child that you suspect may be a victim of abuse leave school at the end of the day without first talking to the School Leader. In addition, all employees are REQUIRED to report any allegations of child abuse in an educational setting to the School Leader. The term educational setting means the building and grounds of any school as well as vehicles used to transport students to and from school, field trips and extracurricular activities as well as the sites where those activities take place. The School Leader needs to be notified of any such concerns and complete a Confidential Report of an Allegation of Child Abuse in an Educational Setting.

Workplace Policies and Procedures

The goal of FLCACS is to provide a safe, healthy, positive, welcoming school family environment for students, teachers, parents, staff members, and the community. The following workplace policies are designed to achieve that goal:

Health & Safety

The workplace will be maintained in a safe, healthy condition, and in accordance with all applicable health and safety laws. It is essential that all employees perform their duties in a safe manner and follow all established safety rules. Employees need to discuss with the School Leader or their supervisor any hazards of their job and make sure they are familiar with any equipment they operate. FLCACS will conduct training as needed for employees who work with hazardous materials or equipment.

Smoke-Free Workplace Policy

All FLCACS facilities and events, including field trips, will be smoke-free.

Drug & Alcohol Free Workplace Policy

The possession, use, distribution, sale, or manufacturing of illicit drugs and alcohol on FLCACS grounds or at FLCACS events is strictly prohibited.

Harassment/Discrimination

FLCACS is committed to creating and maintaining a work environment free of conduct and/or communication that is objectionable or disrespectful. FLCACS prohibits discrimination on the basis of gender, age, race, color, creed, ancestry, national origin, religion, marital status, sexual orientation, gender identity or expression, physical or mental disability, medical condition or any other characteristic that is protected by law. FLCACS strictly prohibits harassment that is perpetrated by and against its employees and students. Conduct which creates an intimidating, hostile, or offensive work environment will not be tolerated. FLCACS prohibits sexual harassment, including repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendos of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive or explicit objects or pictures by another employee or parent. If an employee believes that he/she has experienced or witnessed harassment or discrimination, that employee should immediately notify the School Leader or a Trustee with whom that employee feels comfortable. All reports will be promptly investigated and kept confidential to the extent possible. A thorough investigation and appropriate action will take place.

Whistleblower Policy

The purpose of this policy is to encourage its employees, volunteers, contractors, board of Trustees and students to report any action or suspected action of FLCACS that may be illegal, fraudulent or contrary to any adopted policy of FLCACS, by providing a procedure to report such actions and to protect from retaliation any such person who, in good faith, reports suspected improper conduct.

Investigation of Reports

Investigation of reports will be conducted as presented in the Compliant Policy.

No Retaliation

Retaliation against any person who, in good faith, makes a complaint, report, or inquiry under this Policy, or who has cooperated in an investigation under this policy, will not be tolerated by FLCACS. Any act of retaliation will itself be subject to disciplinary action, up to and including as appropriate, termination of employment, loss of volunteer privileges, or removal from office or from the Board of Trustees. Prohibited retaliation also includes, with respect to any contractor, any loss of business opportunity, and with respect to any consumer of services, any reduction in or termination of services. If any person believes that someone who has made a complaint, report, or inquiry under this policy, or who has cooperated in the investigation under this policy, has been subject to retaliation, that person should follow the same procedures for reporting suspected misconduct as set forth in the Compliant Policy.

Confidentiality

Reports of Concerns, and investigations pertaining thereto, shall be kept confidential to the extent possible, consistent with the need to conduct adequate investigation will be viewed as a serious disciplinary offense and may result in discipline, up to and including termination of employment. Such conduct may also give rise to other actions, including civil lawsuits.

Workplace Anti-Violence Policy

FLCACS policy concerning violence, or the threat or perception of violence, in our workplace or in relation to employment is “zero tolerance” against violence. Acts or threats of physical violence, including intimidation, bullying, harassment, and/or coercion, that involve or affect the school or that occur on school property or in the conduct of school business off of school property, will not be tolerated. Workplace violence includes threats of any kind - threatening, physically aggressive, or violent behavior, such as intimidation, or attempts to instill fear in others; other behavior that suggests a propensity toward violence, including belligerent speech, excessive arguing or swearing, sabotage, threats of sabotage of school property; defacing school property or causing physical damage to the facilities; and bringing weapons or firearms of any kind on school premises or while conducting school business.

This prohibition against threats and acts of violence applies to all persons involved in school operations. Violations of this policy, by any individual, will lead to removal from the school premises and disciplinary and/or legal action as appropriate. Employees need to notify the Head of School if they observe any of the above listed actions or behavior, if a restraining order is in effect, or if a potentially violent non-work related situation exists that could result in violence in the workplace.

Policy Dissemination

This policy is distributed to all directors, officers, employees, and to volunteers who provide substantial services to FLCACS.

Solicitation and Distribution

Solicitation for commercial purposes by any employee is prohibited while on working time. Employee distribution of commercial literature, including handbills, in work areas, is prohibited at all times. Trespassing, soliciting or distribution of commercial literature by non-employees on FLCACS premises is prohibited at all times.

Personal Telephone Calls & Cellular Telephone Use

Personal use of a cellular telephone should be extremely limited during the work day, and never in business meetings or in a way that interferes with the work day. Cell phones should be turned off or placed on vibrate and not used during the work day unless absolutely necessary (i.e. emergency use only).

Internet Use

The Internet is a powerful communications tool and a valuable source of information. However, an employee's improper use of internet services can waste time and resources and potentially create legal liability and embarrassment for both the school and the employee. An Internet service includes, but is not limited to: e-mail, web browsing, and newsgroups. Internet services are provided by FLCACS for school use. Incidental use of Internet services for personal, non-work-related purposes is acceptable, provided such use: does not occur when an employee is scheduled to provide instruction or perform other duties, does not interfere with the employee's performance of job duties, and does not disrupt the educational process. The following uses of Internet service are prohibited: viewing, downloading, transmitting, or otherwise accessing or utilizing any pornographic material (including any material that is sexually explicit in language, content, or which depicts nudity or other indecent material); exposing computers and/or computer-related equipment to damage, virus, contamination, or breach; use for commercial purposes and/or for performing work on behalf of any third party during the employee's work hours; use that is otherwise inappropriate and/or prohibited or that constitutes any activity prohibited by FLCACS or State or Federal law; and use that interferes with the productivity of the employee or his/her co-workers.

Employees are prohibited from placing passwords or other access-limiting devices or codes on any computer or computer-related equipment provided to the employee by the school, unless said password and/or code is provided first to the school. Computers, servers, and all computer-related equipment provided by the school is the property of the school, and the school reserves the right to search, review, or monitor any files, messages, or communications sent, received or stored on the FLCACS's computer systems without advance notice and may also limit the use of the Internet service in part or in whole. Employees cannot expect privacy regarding material or files created on or stored on FLCACS computers.

Emergencies

All staff members are urged to familiarize themselves with the building facilities and location of fire-fighting equipment. First aid and child CPR training will be given during the Staff Development days for teachers and staff. In emergency situations, staff shall use their best judgment in following emergency procedures. If anyone needs immediate medical attention, call the main office and request whoever answers to contact 911. The Administrative Assistant will contact the nurse, School Leader and 911, if needed. If the person has stopped breathing, a trained CPR person is needed immediately. Be prepared to provide the following information:

- your location and
- name, child/person's name and age; and the
- the child/person's condition and
- what if anything happened to cause the condition?

An adult needs to stay with the sick or injured person/student at all times. The Administrative Assistant will designate a staff person to wait outside the facility for the ambulance and emergency officials to arrive at the school entrance and escort them to the classroom. The Administrative Assistant will stay in the office in case the EMS needs to contact the school and make sure a copy of the Emergency Contact Form and Before Providing Care Form is given to the appropriate medical emergency staff and the attending faculty member. The Administrative Assistant will also notify the student's family as soon as possible. Their contact information can be found on the Emergency Contact Form.

Attendance and Leaves of Absence

Our employees are essential to the overall success of our school and students. Showing up for work on time is essential for employee performance. We recognize that there may be occasions when employees need to be absent or arrive late. On these occasions, employees are expected to contact the administrative assistant as soon as they know they will be absent or late or at least two hours before school starts so that proper coverage can be arranged. When contacting the administrative assistant, employees need to indicate: (1) If they will be late, indicate approximate arrival time, (2) If they will be absent, indicate the reason (i.e. sick, sick child, etc.) and the approximate duration of the absence. Employees need to call the school every day they are absent. If an employee fails to report for work and notify the administrative assistant for three consecutive work days, the school will consider the employee has voluntarily resigned, unless a reasonable excuse is offered and is accepted by the School Leader. Disciplinary action up to and including termination may result for violating this policy or for excessive absenteeism and/or tardiness.

Personal Leave

All staff members must request personal leave from the School Leader or Business Manager dependent on position, giving advance notice whenever possible. All instructional staff members need to make every reasonable attempt to use leave so that it does not disrupt classroom instructional time.

Leave of Absence for Family and Medical Leave Act (FMLA)

Although not mandated to do so, FLCACS voluntarily follows the guidelines in the Federal Family and Medical Leave Act of 1993 (FMLA). Eligible Employees may qualify for a maximum 12-week unpaid leave of absence in a rolling 12-month period. Current regulations will apply.

Employees are qualified to apply for FMLA when they have been continuously employed for at least 12 months and have worked at least 1,250 hours during the year preceding the leave.

FLCACS automatically places qualified employees on FMLA leave when they qualify for New York State Disability or Worker's Compensation. Circumstances eligible for consideration include: childbirth and care of a child, placement of a child for adoption or foster care with Employees, care of their seriously-ill child, spouse, domestic partner, parent, member of their immediate household or their own serious health condition that makes them unable to perform their job.

Medical certification from the health care provider must accompany the request for a leave of absence due to a serious health condition. This certification must state the duration of the leave and medical need.

Current health and dental insurance coverage will remain in effect during the employee's leave of absence as if the employee was still reporting for work. FLCACS continues to make its contribution to insurance premiums during the leave. The employee must continue to make their contribution payment to keep coverage in place.

Military Leave

Members of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).

Employees should provide a copy of their reporting letter to their Supervisor when it is received. Employees called to active duty are placed on a Military Leave of Absence. All insurance benefits will remain in effect during the employee's leave of absence as if the employee was still reporting for work. FLCACS continues to make its contribution to insurance premiums during the leave. The employee must continue to make their contribution payment to keep coverage in place.

Employee Evaluation

The School Leader will visit classrooms weekly and randomly. These opportunities will be used to observe the classroom related to each teacher's professional goals. The School Leader will hold monthly meetings with teachers. Written evaluations of employees will be performed annually. The school will follow a well known evaluation system, Danielson Rubric, and customize it for the school community. This teacher evaluation rubric is designed to help districts promote a common definition and understanding of excellence in teaching. The Business Manager will annually (or as needed) evaluate the positions under his/her supervision.

Discipline Policy

If an aspect of an employee's behavior or performance has become unacceptable or unsatisfactory, the School Leader may in appropriate circumstances and at the school's discretion, utilize the following process to resolve the problem. As a function of the incident involved, one or more of the following steps may be used as corrective discipline:

- Step 1 - The School Leader will conduct an informal counseling session with the employee and identify the area(s) of concern/unacceptable behavior. The School Leader will seek employee input relative to the issue, record notes from the meeting and retain a copy. A time frame will be established within which the performance is expected to improve.

- Step 2 - If unacceptable performance/behavior continues, the School Leader will meet with the employee to issue a written warning, identifying the unacceptable behavior and reference the meeting conducted at Step 1. The School Leader will solicit employee input relative to the unsatisfactory behavior and will instruct in the written warning that further discipline up to and including termination may follow unless the employee's performance improves. A copy of this warning will be placed in the employee's personnel file. The employee will be asked to sign the warning and will be given a copy. The employee may note his/her response to the warning.
- Step 3 - If the employee's behavior/performance remains at an unacceptable level, the School Leader may either suspend the employee without pay, or implement further discipline, including termination. A notice that sets forth the disciplinary action shall be issued to the employee. The employee will be asked to sign a copy of the notice and may note his/her response in writing. A copy of the notice will be placed in the employee's personnel file.

Termination

Each employee will be employed on an "at will" basis. FLCACS has the authority to terminate an employee with or without cause, unless such termination would violate applicable law. Offenses which can result in immediate dismissal include, but are not limited to: abusive action to a child or FLCACS employee, or any other person on FLCACS premises; physical or verbal abuse of a student; insubordination or disobedience of an order relating to the safety of children; failure to perform professional duties; possession of, sale, use, or being under the influence of drugs or alcohol on school premises or during school functions; falsification of documents or records or falsification of benefit claims; theft, attempted theft, or misappropriation of FLCACS property or funds; failure to maintain confidentiality; fighting or provoking a fight on school premises; leaving work without supervisory approval and absence for three days without notice; possession of a weapon on school property or during any school sponsored event; gambling on FLCACS property; destruction of FLCACS property, materials, or equipment; and undermining FLCACS's code of ethics.

Severance Pay & Exit Interview

Employees shall not be entitled to severance pay. All departing employees are strongly encouraged to participate in an exit interview.

The request is not applicable.

The request is not applicable.

R-14ad Governance Structure

a. Board Members

Provide a brief narrative describing the methods used to recruit and select board members. The response should describe the process applicants used and will use to recruit well qualified proposed board members who bring relevant experience that will support effective governance and should also describe steps that were taken and will be taken to recruit board members who are representative of the interests of the students and families the school proposes to serve. Use the Proposed Board Members table (see below) to identify a minimum of five proposed board members. In circumstances where one or two persons affiliated with a CMO will serve on the education corporation board, a total of at least six or seven trustees must be identified when the proposal is submitted. Refer to the Guidance Handbook for more details.

- *Under the heading “Position on the Board,” please note any leadership and/or affiliations that proposed board members would hold. For example: “Board Chair,” “Treasurer,” “CMO Representative,” “Parent Representative,” etc.*
- *Under the heading “Committee Affiliations (if any),” please note any committees on which a proposed trustee would serve (e.g., “Academic Committee,” “Finance Committee,” etc.).*
- *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 first year, that member should appear in the table below as: Name – TBD; Position on the Board – PTO Representative; Committee Affiliations – TBD; Area of Expertise and/or Additional Role at School – Parent; and, indicate whether the role would be “Voting” or “Non-Voting and/or “Ex-Officio.”*

NOTE: *Paid school employees, including administrators and teachers, may not generally serve as voting members of the board, except perhaps in limited circumstances.*

Board Composition:

Finger Lakes Classical Academy will be governed by the governing board and managed by its School Leader and Business Manager. The governing board will be responsible for adopting policy, overseeing the management of the school, and ensuring financial compliance and responsibility. In addition, the governing board will ensure that the mission and goals of the charter are carried out by engaging in strategic planning. The governing board will not be involved in the daily operations of the school, but will hire a School Leader, who will be evaluated at least annually. The School Leader, in partnership with the entire governing board, will decide upon a periodic evaluation of the School Leader's performance. The governing board will ensure the School Leader and Business Manager manage in compliance with the school's charter and with all state and federal laws and regulations.

The governing board will perform ongoing assessments of the school and its programs and operations. Governing board members will participate in and develop short and long range plans for the school. The board will monitor the effectiveness of the school's programs and implementation to determine if the school has met its stated goals.

The School Leader and Business Manager report to the governing board at regular meetings about the school's operations. The School Leader and Business Manager shall present his/her recommendation to the governing board on any subject under consideration prior to action taken on the subject, if requested. The School Leader and Business Manager will be required to attend all governing board meetings.

The School Leader will be responsible for overall instructional leadership for the charter school, including the discipline of students, and the planning, implementation and supervision of the educational program of the school. The School Leader will have the responsibility for all personnel matters, including periodic evaluation as per FLCACS policy and having the authority to hire, discipline, and terminate all academic employees. The School Leader will establish and maintain an appropriate community relations program. He/she shall uphold and enforce the charter, the governing board policies, and local, state, and federal laws and regulations.

The work of governing and overseeing the school is divided among the board members and supported by the requirement of a minimum of one board member on each committee. Each committee meets monthly and reports to the board as a whole each month. The structure ensures that the board is always informed about the status of the various aspects of school governance.

The founding team has developed the mission, academic program, and structures responsible for developing FLCACS through school startup. Through one-to-one

conversations and community outreach efforts, the founding team has been actively recruiting a pool of interested and qualified candidates to participate in the application and founding efforts of the school. The primary qualification for team members is that they support and understand the school's mission and that they desire to develop and maintain a charter school that will provide a classical, content-rich education in the liberal arts and sciences. In addition, a good mix of skills and competencies, such as law, finance, K-12 education, human resources, fundraising, technology, real estate, and experiences will be preferred.

Maureen Kinney (Angotti) is the board chair. As the mother of six children, the state of K-12 education has been of utmost importance in her family's life. She and her husband chose to send their children to a small private Ukrainian Catholic school in the community. This school, which had been open for 72 years, closed when their oldest child was in 11th grade. With many more years of schooling ahead, she began her quest to find an alternative and to bring her knowledge of classical education, her skills, and her years of experience to her children's new school. The limitations of private schools, public, and homeschooling soon became apparent. She began to investigate the public charter schools' educational models to find a classical mission. She located the Barney Charter School Initiative and began to communicate with them. The more she learned about bringing a classical liberal arts and sciences curriculum to the public charter school model, the more she was convinced it was a possibility for the children in her community. The search for like-minded people began.

Martha (Mitchell) Rescigno is the vice chair. Maureen spoke at a school choice event for the Republican Women's Club. Martha's parents were at the event and spent some time following the talk speaking with Maureen about school choice. They were intrigued by the potential BCSI involvement because their daughter Martha had attended Hillsdale College and been certified to teach there. The Mitchells offered to connect Maureen with their daughter, whom they believed would be interested in the charter project. Maureen and Martha connected. With Martha's support of school choice and her vast experience and educational background in classical education she was enthusiastic to join the founding team.

Roberta Massarini is a board member. At the time Maureen met Roberta, Maureen was doing a presentation to the Cayuga County Legislative meeting on FLCACS. Roberta, being the President of the Women's Republican Club at the time and the Vice-Chair of the Cayuga County Republican Party, was at this meeting. After hearing Maureen speak, Roberta requested that she also speak at the Women's Republican Club Annual breakfast. Since then, Roberta has become the Chair of the Republican Party and has continued to be supportive of FLCACS. She is a strong supporter of school choice and has offered her assistance whenever possible. In addition to her professional background,

she home schooled all four of her children K-12, having them all in college by the age of 16, so she is familiar with the impact of curriculum on a child's education.

Nikki Kersbergen is the board treasurer. She grew up in Liverpool and North Syracuse. She attended Catholic schools from grade one through graduation. She has been in education for over 19 years: 12 years teaching high school ELA, 6 years as a Teacher on Special Assignment as Grant Coordinator, and the last year and a half as a Finance Manager. She has been working in the Finance Department of a charter school in Rochester for the past 5 years. Nikki has her School District Leader Certification and School Building Leader Certification through the University of Rochester. She is currently finishing her School District Business Leader Certification through SUNY Brockport (May 2023). Nikki read about the Charter's initial application in The SUNY Charter School Institute's bi-weekly update and reached out to Maureen to see if she needed any help reviewing and editing their application for resubmission.

Bruce MacBain is a retired middle school principal. He taught High School Social Studies for 10 years before becoming a Middle School Principal for 21 years. He was the NYS Middle School Principal of the Year in 2012, and led his school to attaining the honor of being a School to Watch from 2006 until he retired. He presently teaches the Supervision of Curriculum course (required for the CAS degree) for Cortland State.

Holly Grant, PhD is a librarian at a private school and a community volunteer. For almost 20 years, she taught mathematics to kindergartners through professional engineers. Her dissertation spanned topics in partial differential equations and data visualization. Currently, Holly researches the Foundation Aid Formula and equitable funding for all students in New York state.

Upon charter authorization, the founding team will transition to the Board of Trustees. This Board will be responsible for governance with more significant involvement in the administrative and operational aspects of starting the school. Day-to-day operations will be under the purview of the School Leader, once hired. The Board will be retaining counsel and has been in conversation with Eagen Law Firm, counsel to Truxton Academy Charter School and other Charter Schools. The Board will be responsible for selecting and hiring the School Leader, who will ultimately be responsible for implementing and refining the academic framework of the school, as approved by the Board, and for school operations.

If it is learned that a Board member did not fully disclose a conflict due to their personal interests in a transaction and did not ensure that the transaction was fair (in agreement with the full board) to the charter, action needs to be taken. Even the perception of unethical behavior can often hurt as much as the real thing. Immediate notification to FLCACS counsel and The SUNY Charter Institute needs to be made.

completed regularly by board and staff to identify potential conflicts; A policy on the use of tickets to fundraisers detailing who may use them and under what circumstances. The policies can also include a penalty for failing to disclose or accurately disclose any applicable interest.

The chart below lists the board members and the proposed Ex-Officio positions.

FLCACS Board Trustees as of June 6th, 2024					
Trustee Name	Position on Board	Committee Affiliations	Expertise and/or Role	Voting	Ex-Oficio
Maureen Kinney (Angotti)	Chair	Executive, Curriculum, Hiring, Finance, Buildings & Facilities	Founder	Yes	No
Martha (Mitchell) Rescigno	Vice - Chair	Executive, Curriculum, Hiring, Buildings & Facilities	Curriculum	Yes	No
Nikki Kersbergen	Treasurer		Finance		
Roberta Massarini	Secretary	Executive, Hiring, Public Relations & Marketing	Community Leader	Yes	No
Bruce MacBain	Member	Public Relations & Marketing, Buildings & Facilities, Fundraising	Curriculum	Yes	No
Holly Grant	Member	Public Relations & Marketing, Fundraising	Curriculum	Yes	No
To Be Determined	School Representative	Hiring, Curriculum	School Leader	No	Yes
To Be Determined	Administrative Representative	Finance, Fundraising, Building & Facilities	Business Manager	No	Yes
To Be Determined	PTO Representative	Fundraising	Parent	No	Yes
To Be Determined	Teacher Representative	Curriculum	Teacher	No	Yes

b. Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation's board of trustees including:

- ***Selecting school leader(s) (and partner or management organizations, if any);***

b. Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation's board of trustees including:

- *Selecting school leader(s) (and partner or management organizations, if any);*
- *Monitoring school performance including fiscal performance, specifically detailing what that monitoring will entail and what sources of data it will use to assess that the school is meeting its mission, accountability, fiscal, and operations goals; and,*
- *Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for the achievement of the school's mission and goals.*

The Board is the governing body of the school and has the responsibility to oversee the effective, faithful execution of a traditional, classical-liberal arts educational philosophy according to the following mission statement: To train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue. It is accountable for the academic, financial, legal, and operational performance of the school. The Board places responsibility for implementing its policies with the School Leader and Business Manager, but the Board remains accountable. The Board will conduct annual reviews of all committees, including a self-evaluation, to ensure effectiveness.

Each Board member will possess and understand the charter application, the bylaws, policies, and the Articles of Incorporation, and sign the Board Duties and Responsibilities Agreement. The FLCACS Board will define and make available Board Duties and Responsibilities for the Board to adopt. It will be the first obligation of each Board member to become informed about the school's history, philosophy of education, contractual goals and obligations, current operations, and concerns. FLCACS will place a premium on the continuing education of its Board.

The Board will oversee and create the educational and operational policies of the school to ensure adherence to the school's stated mission and philosophy. The implementation of Board policies and procedures, and daily operations will be the responsibility of the School Leader and Business Manager. The Board retains the right to update its policies throughout the life of the school.

The mission will guide all the efforts to govern FLCACS and drive the Board's decision-making processes for the students and families served. The mission will be posted prominently throughout the school building, included on all Board meeting agendas, and referenced before making any key governance and operating decisions. It will also be included as an important aspect in parent and community communications and documents, such as the family handbook and staff handbook.

Specific responsibilities of the board may include but are not limited to the following: advocacy, school leader support, fiscal accountability, development and fundraising, community outreach, grievance, recruitment, charter fidelity, compliance with applicable laws and regulations, and development to support the program. These responsibilities may vary according to need and may be delegated to a third party where applicable. The following serves as a cursory definition of each aspect of the responsibilities listed.

Advocacy: The Board members serve as ambassadors for the charter by clearly protecting and articulating the school's mission and goals and by garnering support in the community. The Board will operate with openness and keep communication frequent and clear through monthly board meetings.

School Leader Support: The Board is responsible for providing strategic leadership for the school. The Board will select, hire, and evaluate the School Leader. The Board provides input and feedback to the School Leader on specific issues and concerns (e.g. school culture, discipline policy, student recruitment, etc.). They formally evaluate the School Leader on an annual basis. They support the School Leader by ensuring that he/she has the moral and professional support needed to further the goals of the school.

Fiscal accountability: The Board is responsible for financial oversight of operations at FLCACS. The board will also support the financial stability of the school in conjunction with the Business Manager and has final responsibility in all fiscal affairs of the school. The Board participates in the budgeting process each year, providing advice and feedback to the Business Manager, and formally evaluating the Business Manager annually. They monitor the management of financial resources by approving the annual budget and ensuring that proper financial controls are in place. Financial reporting of the Treasurer to the board is required in the bylaws to ensure fiscal controls and responsibility.

The board treasurer will work closely with the **Business Manager** in order to guide and monitor the school's fiscal performance. While the Business Manager will have some autonomy to accomplish the necessary tasks required for the operation of the school; any transactions over \$5,000 must be approved by the board treasurer. In addition, the Business Manager will present the expected expenditures and revenues to the Board Treasurer multiple times throughout the month. This will enable the Treasurer to prepare their monthly reports for the Board and keep a continual line of communication open between the Business Manager and the Treasurer without stifling the day-to-day operations.

Development/fundraising: The Board has a fiduciary responsibility to ensure that the FLCACS students receive maximum benefit from the educational resources available. The Board assures there are adequate resources for the school to fulfill its mission by

raising funds from the local school community as needed. Additional fundraising will be done in partnership with the Friends of FLCACS and can take place for large-scale capital campaigns.

Compliance: The Board monitors and ensures compliance with the New York Department of Education regulatory statutes and other local, state, and federal laws by regularly reviewing school policies, programs, and practices. The Board will review school data against State and Federal charter requirements to ensure compliance. The Board has the ultimate responsibility for charter compliance.

Grievance: The Board serves as the grievance committee for parent and staff concerns that are unable to be resolved by the School Leader. The board will also be responsible for answering grievances brought forth by the community concerning the compliance, integrity, and accountability of the school and the Board that has gone through the proper chain of command stated in the complaint policy (R-14g).

Section 2855 (4) of the NYS Charter Schools Act provides a formal complaint process for use by individuals (including parents) or groups who believe that a charter school has violated a term of its charter, a provision of the NYS Charter Schools Act, or any other provision of law relating to the management or operation of the charter school. **That process requires that the complaint be brought first to the School's board of trustees** (or its designee as described in the School's complaint/grievance policy). The charter school is required to provide you with a copy of its complaint/grievance policy upon request.

Recruitment: The Board will actively recruit new board members and committee members. The **School Leader** will be recruited by the hiring committee formed by the Board. Once selected, the School Leader will join that hiring committee and continue the search for staff to run the school. The School Leader will have the ability to recommend hires, but final approval will come from the hiring committee.

Evaluation of School Leader: The board will evaluate the School Leader as noted in Request 11ab "School Management and Leadership" annually, based on effectiveness, interaction with parents, students, and teachers, and the overall performance of the school. The FLCACS Board will evaluate the School Leader annually, based on effectiveness, interaction with parents, students, and teachers, and the overall performance of the school. The performance of our school leadership is integral to the success of our faculty and students and therefore has high expectations.

Below are the criteria and procedures for the evaluation of the School Leader and the leadership team positions at FLCACS.

1. Prior to the beginning of the school year, the School Leader and the FLCACS Board will meet to establish specific academic performance and program goals for the year, such as how to address closing potential achievement gaps or improving math skills.
2. A formal meeting during the second marking period will be held to determine progress against the established and specific goals.
3. A formal meeting during the fourth marking period will be held to mark progress against the established and specific goals.
4. The School Leader will submit evidence of the year's progress toward goals.
5. A comprehensive end-of-year evaluation is delivered by the board after considering the evidence, as well as a self-evaluation.
6. A copy of the evaluation is placed in the School Leader's personnel file.

c. Education Corporation Board Design

Describe the rationale for the proposed design of the education corporation's board of trustees including:

Through community outreach efforts, the current board has been actively recruiting a pool of interested and qualified candidates to participate in the application and founding efforts of the school. The primary qualification for team members is that they support and understand the school's mission, vision, and philosophy and that they desire to develop and maintain a charter school that will provide a classical, content-rich education in the liberal arts and sciences. In addition, a variety of skill sets and competencies, such as law, finance, K-12 education, human resources, fundraising, technology, real estate, and experiences will be preferred.

- ***Ex-officio members (voting and non-voting);***

As an ex-officio member, the School Leader and the Business Manager will be required to be present at all board meetings. The board will transition administrative and operational responsibilities to the School Leader. He/she will provide a monthly board update on pertinent information and the Business Manager will provide an update on finances. Additionally, a parent and teacher representative will also be ex-officio members.

- ***Information to be received from the CMO, partner, school leadership, staff, or contractors as applicable;***

As mentioned above, having the School Leader as an Ex-officio board member, along with a teacher representative, also as an Ex-officio member, will provide the board with information on the day-to-day operations of the school and also insight from staff. This will be in addition to the monthly reports provided by the School Leader and the Business Manager.

- ***New trustee orientation process; and,***
- ***Board/trustee training and development including the self-evaluation tool the board intends to use.***

The Board shall have an annual Board retreat that will include training and orientation for new members, a review of key documents, and strategic planning for the next school year. FLCACS may have a Board committee (including the Board Chair and Vice Chair) that will identify and encourage qualified persons to become candidates to serve on the Board, organize the orientation for new members, and organize the ongoing education for the entire Board. FLCACS will also assist by providing resources to educate Board candidates on the implementation of the mission which is critical to the success of an effective, functioning board.

Board training will include, but is not limited to:

- The governance model of the school, including board roles and responsibilities.
- Details about board processes and procedures.
- The structure of board meetings and the open meetings and public records laws.
- Information about the school's programs, systems, and policies.
- Parliamentary procedures and the role of board members in the use of such procedures.
- A review of the school's bylaws and articles of incorporation.
- A review of the charter and delineation of responsibilities to the authorizer.
- A discussion of the lease and its provisions.
- Proper use of closed sessions and the limitations on items that can be discussed outside of public meetings.
- Structure of public comment periods at board meetings.
- Reviewing, approving, and overseeing school budgets.
- Allocation of board funds and their proper use.
- State assessments and their meaning, impact, and reporting and the school's formative assessment process.
- The School Improvement Plan process.
- Our student discipline policy and behavior management system.
- The family handbook.
- Parent satisfaction surveys.
- Annual reporting requirements.
- Crisis management system/protocol.
- The foundations of the classical curriculum.

d. Stakeholder Participation

Explain how the board will effectively collaborate with parents, the community, and school staff in the governance of the educational corporation.

Advisory committees may be created to assist with policy setting and the operation of the school. Policy-setting committees will report to the Board. Operational committees will report to the School Leader. Committees created by the Board may be filled through appointment by the Board chairman or by a majority vote of the Board, depending on the committee.

The Board Chair or majority vote may fill a committee seat with teachers, parents, or other school staff, depending upon the committee and the appropriateness of the appointment. The Board will at all times try to include as many outside interested parties as possible, while at the same time avoiding conflicts of interest.

The Board shall determine how committee members will be selected when it first creates the committee. Board committees shall be composed of at least one director and other persons selected by the Board to serve on that committee. The School Leader and Board chairman, or their designee, shall be ex-officio, non-voting members of all Board committees. Committees may include but are not limited to: executive, curriculum, hiring, finance, audit, public relations & marketing, buildings & facilities, and fundraising.

e. By-laws

Provide a draft of the proposed education corporation's governing bylaws.

Finger Lakes Classical Academy Charter School Proposed Bylaws

ARTICLE I - NAME; LEGAL STATUS

1.1 Name, Location and Address.

The name of the corporation is Finger Lakes Classical Opportunities, Inc. doing business as Finger Lakes Classical Academy Charter School (hereafter, "FLCACS"), and the name of the charter school governed by the corporation is 501 (c3) Finger Lakes Classical Academy Charter School.

The initial principal office of the FLCACS shall be as stated in the Articles of Incorporation, 4130 Westlake Road, Auburn, NY 13021.

FLCACS may at any time and from time to time change the location of its principal office, though FLCACS expects to maintain its principal address at the school. The school is located at [TBD - as soon as Charter is approved].

1.2 Legal Status. FLCACS is a nonprofit entity under New York law. It exists in order to create, promote, and govern the operations of the school. The school is a charter school pursuant to the New York State Board of Regents.

ARTICLE II - PURPOSE and NON-PROFIT STATUS

2.1 The purpose of FLCACS is to provide education to students in Kindergarten through twelfth grade through the operation of a public charter school.

2.2 Nonprofit Status. FLCACS is organized as a New York State nonprofit public benefit corporation exclusively for charitable, educational and scientific purposes, including, for such purposes, the making of distribution to organizations that qualify as exempt organizations under section 501(c3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE III-BOARD OF TRUSTEES

SECTION I: Responsibilities

1. Authority

- a. The business and affairs of FLCACS shall be managed and controlled under the general direction of the Board of Trustees of FLCACS (the "the Board of Trustees" and each member thereof, a 'Trustee') in accordance with the purposes and limitations set forth herein and in the Charter Agreement between FLCACS and the Board of Trustees of the SUNY Charter Institute.

2. Powers

- a. The Board of Trustees of FLCACS shall have general and specific powers, as follows:

1. General Powers: The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitation of the Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board 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's ultimate jurisdiction.

2. Specific Powers: Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

- a. To be responsible for all decisions concerning the acquisition, sale, purchase, and use of FLCACS assets;

- b. To establish and supervise compliance of all FLCACS policies, regulations, rules, the retention, supervision, evaluation, and all other employment decisions concerning the Head of School of FLCACS;

- c. To approve all contracts of employment, including pay and fringe benefits provided thereunder;

- d. To approve all personnel decisions involving the termination of employment, demotion, transfer, or promotion of FLCACS personnel;

- e. To provide oversight and supervision of all facets of the operations of FLCACS, including approval and supervision of its curriculum, education programs, and all related matters;

- f. To carry out all other duties that are necessary and appropriate to the governance and management of FLCACS are or may be prescribed by these bylaws, or which may otherwise be required by law.

g. To exist as a governing board and perform all duties appurtenant thereto, including overseeing and directing the organization and administration of the education program, curriculum, policies, and operations of FLCACS consistent with the provisions of the charter granted by the New York State Board of Regents on _____, 2021 and the charter agreement between the FLCACS and the New York State Board of Regents, dated _____, 2021.

h. To ensure that the administrators and faculty of FLCACS offer an exceptional, relevant and rigorous curriculum to the enrolled students.

i. To oversee the development and, to the extent necessary, implementation of a fair and unbiased lottery system, that is compliant with Education Law § 2854 (2) (b) and providing a preference to applicants residing within the School District location.

j. To direct and supervise its administrators and employees relative to the applications for grants and other funding for the sole benefit of the FLCACS educational programs, facilities and related operations.

3. Consistent Exercise of Powers: All powers exercised by the Board of Trustees shall be consistent with the objectives and purposes for which FLCACS is formed and provisions of Section 501(c3) of the Internal Revenue code.

SECTION 2: Board Composition

A. Character

In general, board members should be individuals of high moral character, demonstrate an interest in the welfare of children and be committed to improving education in the community. All board members must be committed to dedicating the necessary time and energy to ensure the effective and smooth operation of the school.

B. Membership and Number of Trustees

1. The Corporation has no members. The rights which would otherwise best in the Directors of The Corporation (herein after the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees for approval by the School Board. The School Board of Trustees shall operate according to these bylaws and the Conflict of Interest Policy. Pursuant to Charter Schools Act Article 2853(1)(g), The School Board has final authority for policy and operational decisions of the Charter, and the School Board may delegate decision-making authority to officers and employees of the school in accordance with the provisions of the Charter.
2. The Board shall consist of not less than five or more than eleven members. A trustee must be over the age of 18. The Board may be increased or decreased in size only within the stated limits by resolution of the Board. Voting position of the Board shall have a three-year term. Ex-Officio position of the Board shall have a one-year term.
3. Removal of a Trustee - In accordance with New York State Education Law subdivision 226(8), the School Board may remove or suspend from office by a vote of a majority of the entire Board any Trustee, Officer, or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any trustee, of misconduct, incapacity or neglect of duty, provided that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee by Registered Mail.
4. The Corporation's nominating committee, known as the Governance Committee, shall present a slate of potential Trustee and officers for election by the Board of Trustees. This slate will be presented at the annual meeting of the School Board. Any vacancies occurring in the School Board and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by the governance Committee, by a majority vote of the seated Trustees.
5. Resignation of a Trustee - A trustee can resign at any time by filing a written resignation with the Chair of the Board.
6. Vacancies may be filled by a majority vote of the Board at any duly called meeting of the Board, for the balance of the unexpired term.

7. No Voting Board member may be concurrently employed by FLCACS or receive fees for services rendered to FLCACS. However, the School Board may approve reimbursements of a Trustee's actual and necessary expenses while conducting business on behalf of the Corporation.

8. Ex-Officio Board members may be concurrently employed by FLCACS or receive fees for services rendered to FLCACS.

C. Experience

The Board of Trustees shall have experience that demonstrates a combination of all or some of the following area of expertise: finance; law; human resources; public relations and marketing development; fundraising; economic development; community leadership; curriculum and instruction in PK-16 education and/or administration; facilities and/or real estate; social work and/or counseling; and strategic planning.

D. Nomination & Election of Trustees

1. Nomination: To become a Trustee, a person shall be nominated by a current Trustee.

2. Election: Trustees shall be elected a majority vote of the Trustees present at a meeting of the Board of Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. The election of any new Trustee is subject to approval by the State University Board of Trustees, which has the right to reject the election of any new Trustee.

3. Eligibility: The board may elect as a Trustee any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively. Each Trustee shall be at least eighteen years of age; however, the Board may seek the ex officio advisement of students, depending upon the issue at hand.

4. Interested Persons: No one described as an "interested person" shall sit on the Board concurrent with receiving compensation by the Corporation for services rendered to it.

SECTION 3: Meetings

A. Regular Meetings. The Board shall establish a regular schedule for regular meetings that should occur monthly, no fewer than ten (10) months per year. Minutes of each Board meeting shall be taken and approved by the Board.

B. Special Meetings. Special meetings of the Board may be called by the Chair, or in the absence or incapacity of the Chair, by the Vice-Chair, or by written request of any members of the Board.

C. Emergency Meetings. On very rare occasions, the board may need to call an emergency meeting. The Board will take all reasonable steps to provide notice of such meetings and will ensure that notice and procedure for such meetings follow state statute.

D. Accessibility. Monthly FLCACS Board meetings shall be open to FLCACS staff and the public who may participate in discussion, but may not vote.

SECTION 4: Quorum

One-half plus one of the trustees shall constitute a quorum at all meetings of the Board. All actions shall be by simple majority vote of members present and voting.

ARTICLE IV - OFFICERS

SECTION 1: Number, Election and Terms of Office

A. The Board of Trustees shall bi-annually elect a Chair, Vice-Chair, and Treasurer from the members of the Board. Election of officers shall take place at the first regular Board meeting following the annual meeting.

B. Officers shall serve a term of two years, and can be re-elected. Vacancies may be filled at any duly called Board meeting, for the balance of the unexpired term.

C. The Recording Secretary shall be appointed by a majority of the Board at the annual meeting and can be re-appointed.

1. The Recording Secretary shall be responsible for the records of the proceedings of the Board and of the Executive Committee.

2. The Recording Secretary shall be responsible for recording minutes of Board meetings.

3. The Recording Secretary shall keep an on-going and accurate record of Board meeting attendance, and shall report to the Board when a member has failed to meet attendance requirements.

4. The Recording Secretary shall be responsible for maintaining necessary organizational records and all official Board correspondence. In the absence of the Recording Secretary, the presiding officer may appoint a temporary secretary.

5. The Recording Secretary shall also perform such other duties as may be designated from time to time by the Board or the Chair.

D. Three Board members will be elected or reelected by the Board at its annual meeting. A slate of nominees for board membership shall be offered from the floor when an opening is available. Terms of office shall be three years in terms to be staggered so that as nearly as possible, one-third of the member terms expire with the conclusion of the annual meeting. Board members may be re-elected.

SECTION 2: Duties

A. Chair

The Chair shall preside at all meetings of the Board and shall be responsible for its efficient operation. The Chair shall appoint all persons of standing for special committees.

B. Vice-Chair

The Vice-President shall be the contact person regarding electronic communication with the Board and have such powers and responsibilities as are designated from time to time by the Board or by the Chair including the option to conduct on-line Board voting when needed. The Vice-Chair shall preside at meetings in the absence of the Chair, and shall carry out such other duties of the Chair as shall be required.

C. Treasurer

1. The Treasurer shall be a full member of the Board of Trustees and be one of two signatures required for any bank account opened for the sole use of FLCACS.

2. The Treasurer shall be responsible for accepting, recording and depositing all financial contributions and payments to FLCACS and monitor the disbursement of those funds by our supporting corporation; shall make sure that all funds are properly collected, accounted for and deposited, that all bills are properly verified and paid, and that all receipts and disbursements are recorded pursuant to standard accounting procedure. These responsibilities may be delegated to an employee of FLCACS, as long as oversight of the Treasurer exists.

3. The Treasurer shall also render regular financial statements or reports of the income and expenses of FLCACS to the Board during its regular meetings and to other agencies as are or may be prescribed by law.

4. The Treasurer will be a standing member of the Finance Committee in order to assist and support their activities and responsibilities.

SECTION 3: Vacancies

Whenever a vacancy shall occur in the office of Chair, Vice-Chair, Secretary or Treasurer, such vacancy shall be filled by majority vote during any duly called meeting of the Board, and the person(s) so designated shall serve for the remainder of the unexpired term.

ARTICLE V- COMMITTEES

SECTION 1: Standing Committees

Committees as described and approved by the Board, have the responsibility of notifying the Board of their meetings and providing a written summary of meeting attendance, topics discussed and action taken. The Recording Secretary will maintain these reports and share when needed.

A. Executive Committee - Executive Committee shall consist of the Chair, Vice-Chair, Recording Secretary, Treasurer. A quorum of the Executive Committee shall consist of three members of the Committee. Decisions shall be made by majority vote of those present and voting. The Executive Committee shall be responsible for long-range planning for FLCACS and shall make recommendations to the Board in this regard. The Executive Committee shall be empowered to act on behalf of the Board in such matters as are deemed appropriate by the board, subject to ratification at the next regularly scheduled Board meeting.

B. Curriculum Committee- Chairman will be a member of and appointed by the Board of Trustees. Responsibilities include informing and assessing the effectiveness and future needs as regards implementation and integration of FLCACS curriculum Assessment Standards as well as fulfilling the Mission statement of FLCACS. These members may be solicited or volunteer and will be approved by the FLCACS Board.

C. Finance- Chairman will be a member of and appointed by the Board of Trustees. The responsibilities include, but are not limited to, creating and publishing an Operational Budget for FLCACS, consulting with an accountant on spending options and legal restrictions, if any, in terms of satisfying the laws of New York State and accepted spending guidelines of the NYS Dept. of Ed.

D. Audit - The board may designate an Audit Committee, which committee shall consist entirely of independent members. Each member of the Board shall, upon initial appointment and annually thereafter, provide to the Chair of the Board a completed independence questionnaire in the form attached to the Corporation's Ethics Policy. The Chair shall determine the independence of each Member based on such member's responses to the questionnaire.

This committee shall undertake the following duties:

1. The Audit Committee shall annually retain, or renew the retention of the independent auditor to conduct the audit of the Corporation's financial statements, and upon the completion thereof, and review the results of the audit and any related management letter with such independent auditor. In furtherance of the responsibilities described in this Section 3(a) of the Article, the Audit Committee shall:

- a. Review with the independent auditor the scope and planning of the audit, prior to commencement of the audit;
- b. Upon completion of the audit, review and discuss with the independent auditor

- (i) any material risks or weaknesses in internal controls identified by the auditor,

- (ii) any restrictions on the scope of the auditor's activities or access to requested information;

- (iii) any significant disagreements between the auditor and management, and

- (iv) the adequacy of the Corporation's accounting and financial reporting process.

- c. Annually consider the performance and independence of the independent auditor.

2. The Audit Committee shall maintain, monitor and administer the FLCACS Ethics Policy and the Whistleblower Policy (if any) of the Corporation. In the event that the Board of Trustees does not establish an Audit Committee, or the Audit Committee is otherwise inactive, the duties of the Audit Committee shall be undertaken by the Board of Directors, excluding only those directors who are not independent.

E. Public Relations/Marketing- Chairman will be a member of and appointed by the Board of Trustees. The responsibilities shall include, but are not limited to, planning for and providing information about FLCACS to the public and encouraging interaction and support of the school's mission and program. The chairman will also supervise all Internet websites sponsored by FLCACS and consult with the Board on appropriate information to be shared electronically. The chairman may also designate a specific individual to regularly monitor and respond to inquiries and comments received on these Internet websites with approval of the Board.

F. Building and Facilities - Chairman will be a member of and appointed by the Board of Trustees. The responsibilities shall include, but are not limited to, the bidding process and maintenance of the school building and present and proposed outbuildings. This committee will support school maintenance and custodial employees and bringing concerns and proposed changes to the Board for review and approval.

G. Fundraising - Chairman will be a member of and appointed by the Board of Trustees. Such responsibilities include, but are not limited to, actively organizing events for the purpose of raising funds. These funds will be used to provide educational benefits and enrichment opportunities for the students of FLCACS. All events will be approved by the FLCACS Board.

ARTICLE VI- FISCAL YEAR

The fiscal year of the FLCACS shall be July 1 through June 30.

Article VII - OTHER PROVISIONS

1. Contracts

- a. Except as otherwise provided in these Bylaws, the School Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute/deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Office, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

2. Required Signatures

- a. Except as otherwise specifically provided by the School Board resolutions, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chair, or Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.
- 3. Disclosure of Conflict of Interest
 - a. Regular annual statements from Trustees, Officers and key employees will be completed to disclose existing and potential conflicts of interest.
 - b. If a conflict of interest exists, the affected School Board Trustee will not be included in the discussion or vote as it relates to the conflict as to avoid “Self-Dealing” transactions. A “Self-Dealing” transaction is a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest.
 - i. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the School Board’s general standard of care:
 - 1. A transaction which is part of a public or charitable program of the Corporation, if the transaction
 - (1) is approved or authorized by the School Board in good faith and without unjustified favoritism; and (2) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefitted by the program.

ARTICLE VIII- DISSOLUTION

Upon dissolution of the corporation, its assets shall be distributed according to provision described in the Finger Lakes Classical Academy Charter School state charter requirements.

ARTICLE IX- PARLIAMENTARY AUTHORITY

Robert’s Rules of Order Revised shall govern the proceedings of this corporation except as otherwise provided by Board By-Laws.

ARTICLE X- AMENDMENTS

These by-laws may be altered, amended, added to, or repealed by a two-thirds vote of the Board at any duly called meeting of the Board.

f. Code of Ethics and Conflict of Interest Policy

Provide a draft of the proposed education corporation's code of ethics and conflict of interest policy. 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 to apply not only to trustees but also to officers and employees of the school in conformity with N.Y. General Municipal Law. Please see the Board Governance Guide for more details.

**Finger Lakes Classical Academy Charter School
Annual Conflict of Interest Statement For Trustees and Employees¹**

Name (please print): _____

Date: _____

Position:

Are you a voting Trustee? Yes ____ No ____

Are you an Officer? Yes ____ No ____

If yes, which Officer position do you hold: _____

Are you an Employee? Yes ____ No ____

If yes, what position do you hold: _____

I affirm the following:

I have received a copy of the FLCACS Code of Ethics. _____ (initial)

I have read and understand the Code of Ethics. _____ (initial)

I agree to comply with the Code of Ethics. _____ (initial)

I understand that FLCACS is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more tax-exempt purposes. _____ (initial)

¹ (Credit due to Truxton Academy Charter School for a large portion of this response.)

Disclosures:

Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Code of Ethics with FLCACS? Yes ____ No ____

If yes, please describe it:

If yes, has the financial interest been disclosed, as provided in the Code of Ethics?
Yes ____ No ____

In the past, have you had a financial interest, including a compensation arrangement, as defined in the Code of Ethics with FLCACS? Yes ____ No ____

If yes, please describe it, including when (approximately):

If yes, has the financial interest been disclosed, as provided in the Code of Ethics?
Yes ____ No ____

Are you an independent agent, as defined in the Code of Ethics? Yes ____ No ____

If you are not independent, why?

Signature of Trustee or Employee:

Date _____ Date of Review by Executive Committee: _____

Proposed Finger Lakes Classical Academy Charter School Code of Ethics

I. Purpose

Finger Lakes Classical Academy Charter School's bylaws address the conduct of its board members. Members will be required to sign conflict-of-interest disclosure statements, be familiar with their responsibilities as members in the context of open meetings, and clearly understand their ethical and fiduciary obligations to the school. Board members will participate in thorough governance training. The governing board meets at least once each month (except during the summer and/or school holidays as deemed appropriate) to consider and adopt policies, to act on committee recommendations, and to consider requests and concerns from parents, students, teachers, and the public.

The Board of Trustees of Finger Lakes Classical Academy Charter School [and the Founding Applicant Group](#) hold their positions to serve and benefit the school community, and not for obtaining personal or private gain in the exercise of their official powers and duties. Finger Lakes Classical Academy Charter School recognizes that sound and ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. The Board also recognizes its obligation under the NYS General Municipal Law, setting forth the standards of conduct required of all school trustees, officers, and employees.

II. Definitions

A. The term "Board" means the Board of Trustees of the Finger Lakes Classical Academy Charter School.

B. The term "Code" means this Code of Ethics.

C. The term "School" means Finger Lakes Classical Academy Charter School.

D. The term "School officer, officer, employee, or staff member" means a paid or unpaid officer or staff member of the School including, but not limited to, the members of the Board of Trustees.

E. The term "gift" means anything of value, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form. The value of a gift is the gift's fair market value, determined by the retail cost of the item or a comparable item. The fair market value of a ticket entitling the holder to food, refreshments, entertainment, or any other benefit is the face value of the ticket or the actual cost to the donor, whichever is greater.

F. The term "interest" means a direct or indirect pecuniary or material benefit accruing to an officer or employee (unless the context otherwise indicates), but does not include any benefit arising from the provision or receipt of any services generally available to the

residents or taxpayers of the state of New York, or a lawful class of such residents or taxpayers.

G. The term “matter” refers to any actual or proposed contract purchase agreement, lease agreement or other agreement, including oral agreements with a municipality.

H. The term “relative” means a spouse, parent, grandparent, step-parent, sibling, stepsibling, sibling’s spouse, child, step-child, uncle, aunt, nephew, niece, first cousin, or household member of a School officer or employee, and individuals having any of these relationships to the spouse of the School officer or staff member.

III. Applicability

This Code applies to School officers and staff members.

IV. Standards of Conduct

General Conduct: An officer or employee shall use conduct in accordance with the core values, mission and vision of Finger Lakes Classical Academy Charter School. Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees and Founders, shall adhere to the following.

A. Partners

a. The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of NYS Education Law, Not-for-Profit Corporation Law, the school’s charter and its bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

b. No trustee, officer, individual, or employee of a corporation, limited liability company, or partnership having a business relationship with the charter school involving the provision of education management services to the charter school shall serve as a voting member of the Board.

B. Gifts

a. An officer or employee shall not directly or indirectly violate §805a (1) (a) of the General Municipal Law by soliciting 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 if it could reasonably be inferred the gift was intended to influence the performance of official duties or was intended as a reward for any official action.

b. This section does not prohibit any other gift, including:

i. Gifts made to the School;

ii. Gifts from a person with a family or personal relationship with the officer or employee when the circumstances make it clear that the personal

relationship rather than the recipient's status as a School officer or employee, is the primary motivating factor for the gift;

iii. Gifts given on special occasions, such as marriage, illness, or retirement, which are modest, reasonable and customary;

iv. Unsolicited advertising or promotional material of little intrinsic value;

v. Awards and plaques having a value of \$75 or less, which are publicly presented in recognition of service as a School officer or employee.

c. The Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Inexpensive gifts from children may be accepted in the spirit in which they are given.

C. Confidential Information:

An officer or employee shall not disclose confidential information acquired in the course of official duties or use such information to further personal interest. In addition, information shall not be disclosed regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

D. Investments in Conflict with Official Duties:

An officer or employee shall not invest or hold any investment directly in any financial business, commercial or other private transaction that creates a conflict with official duties. Contracts with not-for-profit entities, such as charter management organizations, partners and founding organizations must be disclosed but are not prohibited.

E. Representation before the School

a. An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.

b. Representation before the Board for a contingent fee: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter.

c. Disclosure of interest in matters before the Board: A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record and in writing the nature and extent of any direct or indirect financial or other private interest future interest in such matter.

F. Private employment:

a. Officers or employees 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 their official duties or violates §805-a (1) or (d) of the General Municipal Law as interpreted by this Code.

b. Future employment: Officers or employees 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 they personally participated during the period of their service or employment or that was under his or her active consideration.

G. Prohibition on Use of School Position for Personal or Private Gain

Officers or staff members shall not use their School position or official powers and duties to secure a financial or material benefit for themselves, a relative, or any private organization in which they are deemed to have an interest.

H. Use of School Resources

School resources shall be used for lawful School purposes. School resources include, but are not limited to: School personnel, money, vehicles, equipment, materials, supplies, or other property.

I. Interest in Contracts

a. No officer or staff member may have an interest in a contract that is prohibited by §801 of the General Municipal Law.

b. Every officer and staff member shall disclose Interests in contracts with the School in the time and in the manner required by Section V of this Code and as provided in General Municipal Law §803.

V. Disclosure of Interests

A. Whenever a matter requiring the exercise of discretion comes before officers or staff members, either individually or as a member of the Board, and disposition of the matter could result in a direct or indirect financial or material benefit to themselves, a relative, or any private organization in which they are deemed to have an Interest, the officer or staff member promptly disclose in writing the nature of the Interest.

B. The disclosure shall be made when the matter requiring disclosure first comes before the officer or employee, or when the officer or employee first acquires knowledge of the Interest requiring disclosure, whichever is earlier.

VI. Recusal and Abstention

A. Officers or staff members may not participate in any decision or take any official action with respect to any matter requiring the exercise of discretion (including, but not limited to, discussion and voting) when they know or have reason to know that the action could confer

a direct or indirect financial or material benefit on themselves, a relative, or any other private organization in which they are deemed to have an interest.

B. In the event that Section VI of this Code prohibits an officer or employee from exercising or performing a power or duty:

a. If the power or duty is vested in an officer as a member of the Board, then the power of duty shall be exercised or performed by the other members of the Board.

b. If the power or duty is vested in an individual, then the power or duty shall be exercised or performed by their deputy or, if the officer does not have a deputy, the power or duty shall be performed by another person to whom the officer may lawfully delegate the function.

c. If the power or duty is vested in a staff member, the staff member must refer the matter to the Head of School who shall designate another person to exercise or perform the power or duty.

VII. Disclosure, Recusal, and Abstention Not Required

A. This code's prohibition on the use of a School position, disclosure requirement and requirements relating to recusal and abstention shall not apply with respect to the following:

a. Any matter requiring the exercise of discretion that directly affects any of the following groups of people or a lawful class or such groups:

- i. All School officers or staff members;
- ii. All residents or taxpayers of the School or an area of the School; or
- iii. The general public.

b. Any matter that does not require the exercise of discretion.

B. Recusal and Abstention shall not be required with respect to:

a. Any matter which comes before the Board when a majority of the total membership would otherwise be prohibited from acting by Section VI of this Code; or

b. Any matter which comes before a School officer when the officer would be prohibited from acting by Section VI of the Code and the matter cannot be lawfully delegated to another person.

c. Adoption of the School's annual budget.

VIII. Personal Representations and Claims Permitted

This Code shall not be construed as prohibiting School officers or staff members from:

A. Representing themselves, or their spouse or minor children before the School; or

- B.** Asserting a claim against the School on their own behalf or on behalf of their spouse or minor children.

IX. Posting and Distribution

The Board Chair shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of office or employment.

- A.** The School Leader must post a copy of this Code and copy of any amendment to this Code conspicuously in the School building. The Code and any amendment must be posted within ten (10) days following the date on which the code or amendment as applicable, takes effect.

- B.** The School Leader, at the directive to the Board Chair must distribute a copy of this Code, including any amendments to the Code, to each person who is or becomes a School officer or staff member.

- C.** Every School officer or staff member who receives a copy of this Code or an amendment to the Code must acknowledge such receipt in writing in the form attached hereto. Such acknowledgments must be filed with the School, which must maintain such acknowledgements as a public record.

- D.** The failure to post this Code or an amendment to the Code does not affect either the applicability or enforceability of the Code or any amendment. The failure of a School officer or staff member to receive a copy of this Code or any amendment to this Code, or to acknowledge receipt thereof in writing, does not affect either the applicability or enforceability of the Code or amendment to the Code.

X. Filing Requirement

Within thirty (30) days of the Board's adoption of the Code or any amendment, the School shall file a copy of this Code or amendment, as applicable, with the Office of the NY State Comptroller.

XI. Enforcement and Penalties

In addition to any penalty contained in any other provision of law, any School officer or staff member who shall knowingly and intentionally violate any of the provision of the Board's Code of Ethics may be censured, fined suspended or removed from office or employment, as the case may be, in the manner provided by law.

Code of Ethics Acknowledgement

I, _____, an

officer/staff member of the School, do hereby acknowledge receipt of a copy of the Code of

Ethics of the Finger Lakes Classical Academy Charter School

on this _____ day of _____, in the year _____.

_____ Signature of officer/staff member

_____ Printed name of officer/staff member

_____ Effective Date

R-14g Complaint Policy

Provide a draft of the proposed school's complaint policy. The complaint policy must include procedures for handling formal and informal complaints under the Act including from staff, parents, employees, and contractors. It may also include procedures for handling informal complaints. Please refer to the Guidelines for Complaint Policies and Procedures available on our website.

The Finger Lakes Classical Academy Charter School Board firmly believes that adults must be models of good character, even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the appropriate chain of command. Issues that arise in a particular classroom should always be addressed to the teacher first, since the teacher always has more direct knowledge of the student than anyone else. FLCACS recognizes that during the management of a school, a variety of areas of concern or controversy may occur. Each and every complaint will be handled in a prompt, respectful manner.

Purpose and Scope

This policy pertains to certain complaints about instructional materials, personnel, teacher vacancies, missed assignments, and emergency or urgent facilities conditions that pose a threat to the health and safety of students and/or staff. This policy is to comply with applicable NY State laws and regulations governing these subjects in order to be responsible and compliant. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the matters that they are assigned to investigate. FLCACS will maintain a record of each complaint and subsequent related actions, including all information required for compliance with school mandates, procedures, and policies as set by the following:

FLCACS and New York State Department of Education.

FLCACS maintains that this policy will serve as a uniform complaint procedure for investigating complaints of;

(1) discrimination including but not limited to age, sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental/physical disabilities; and

(2) complaints related to personnel issues, academic issues, any single person or combination of persons including staff, student, parent, family, or volunteer matters that appear to compromise and/or conflict with school's mission and/or charter, violations of the laws and regulations governing consolidated categorical aid programs, child development, counseling, special education and nutrition services.

FLCACS will receive and investigate uniform complaints that fall within these categories to ensure that the school is in compliance.

Furthermore, complaints that address unlawful discrimination or lack of compliance with certain federal and state programs are subject to different requirement and are governed by state and/or federal authority. Either of these complaint procedures, however, is intended to govern every type of complaint about a school. These complaint procedures address only those complaints that fall within the policy's specified scope.

FLCACS encourages informal and formal resolution to complaints whenever possible. Any issues are best resolved through communication between the parties most immediately involved.

Formal Complaints

A formal complaint involves an alleged violation of the law or FLCACS' charter. All formal complaints must be in writing to the Board of Trustees. FLCACS Leadership will complete a thorough investigation, including interviews with the complainant and/or complaint's representative and any other person(s) believed to have relevant knowledge concerning the complaint. If the complaint involves School Leadership, the investigation will be completed by the School Board.

Upon resolution of a formal complaint, FLCACS will provide to the complainant:

1. the Board's written determination including any remedial actions to be taken;
2. a written notice to the complainant that he or she may file an appeal with the SUNY Charter Schools Institute if the complaint involves a violation of law or charter; and,
3. a copy of the SUNY Charter Schools Institute's Grievance Guideline

If a complaint is not able to be brought to resolution by the FLCACS Leadership, then the complainant(s) has/have the right to bring the complaints to the School Board during a regularly scheduled Board Meeting. In this case, the complainant(s) has/have the right to file a written appeal to the School Board within fifteen days of receiving the decision that had been rendered by the FLCACS.

If, after presentation of complaint to the School Board, the complainant determines that the Board has not adequately addressed the complaint, the complainant may present the

complaint to the SUNY Charter School Institute, which shall investigate and respond, taking remedial action if necessary.

Informal Complaints

All complaints that do not involve violations of law or FLCACS' charter are considered informal complaints. Informal complaints are not required to be submitted in writing and a written response to the complainant may (or may not) be provided. Common areas of informal complaints that could be reasonably expected are further outlined below.

Parents/Guardians

Classroom teachers will be the first line of communication for parents and guardians to address concerns. Teachers will respond to parent inquiries promptly, respectfully, and in accordance with the school's guidelines for handling parent grievances. If parents are unsatisfied with the response from their student's classroom teacher (or if the nature of the complaint does not involve a classroom teacher), parents should contact the School Leader to arrange a meeting to discuss the concerns. The school leadership will make every reasonable attempt to respond appropriately to parent concerns in such a way that resolves the issue satisfactorily.

On the rare occasion when speaking directly with the teacher or the school leadership team does not resolve the concern, parents or guardians may bring the unresolved concern directly to the FLCACS Board of Trustees. Parent concerns directly relating to a Board policy or decision, an alleged violation of state law, charter, or other applicable laws, or concerns about the school management or operations, will be advised to be brought directly to the Board. Concerns brought to the Board must be presented in writing as a formal complaint. The grievance may be submitted to the board in writing. The board will review the summary and will make one of the following determinations: The board may decide to support the previous decision; The board may appoint up to two board members to address the issue; The board may address the issue in an open board format; The board may address the issue in an executive session.

Parental concerns and grievances may also be raised during the community comments portion of the board of directors meeting. The concern or grievance must be submitted in writing, and no more than three minutes will be granted. Grievances or discussions involving specific personnel will not be entertained during an open board meeting. Concerns or grievances should be addressed in one of the aforementioned steps before using this option.

Employees

In all instances, employees are encouraged to resolve issues on their own by speaking to the other employee respectfully. In the event that the employee cannot resolve the issue with another employee, an employee wishing to lodge a complaint about a procedure or action of another employee should notify the complainant's immediate supervisor; in the event that their immediate supervisor cannot be helpful because the supervisor is the issue or it is deemed futile to go to one's immediate supervisor, the employee can then go to the School Leader. In any case the employee should resolve the issue as soon as possible after the occurrence, but not later than two weeks. Failure to formally complain within two weeks will be deemed a waiver of the complaint.

The School Leader shall be the investigator and arbiter of all such grievances. If the employee believes that the matter is not satisfactorily resolved, the grievance may be appealed to the Board of Trustees in writing within ten working days from the date you receive the School Leader's decision. A committee consisting of the Board Chairperson, the teacher representative on the Board, and a third Trustee jointly selected by the other two committee members shall be the final arbiter of such grievances. In the event that the complaint involves a procedure, action, or directive of the School Leader, an employee may file a complaint with the Board. In such instances, the Board will be the investigator and final arbiter of the complaint. All employees are encouraged to discuss problems or complaints with the School Leader. FLCACS will make a good faith effort to achieve a satisfactory resolution of the problem at the earliest time possible.

Community Residents

Students, parents, and staff live in and around the community, and the school will strive to be a successful contributor to the community's economic, social, and cultural success. Community residents wanting to express concerns, share ideas, or make requests of the school will be welcomed at regularly scheduled public board meetings. Time will be allotted on the agenda for each meeting for public comment.

Credit due to:

Ascent Classical Academy of Douglas County

Truxton Academy Charter School

Buffalo Commons Charter School

Seven Oaks Classical School

R-14h Board Member Resumes

Submit updated resumes for all board members that include each board member's professional experience and educational background. Please do not submit full-form curriculum vitae that include extensive information about publications, conference presentations, etc.

- ***Attach board member resumes as Microsoft Word® or Adobe Acrobat® files named: R-14h - Board Member Resumes.***

Please find attached the Board Member Resumes in the following order:

Maureen Kinney (Angotti)

Martha (Mitchell) Rescigno

Roberta Massarini

Nikki Kersbergen

Bruce MacBain

Holly Grant

Maureen Kinney Angotti

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Martha Rescigno

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Bruce MacBain

(cell)

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R-14i. Board Members Request for Information Forms

Each proposed board trustee must complete, sign, and attach the Request for Information Prospective Charter School Trustees ("RFI") form available on the Institute's website.

NOTE: *Existing SUNY-authorized education corporations submitting an application to open a new school are not required to submit RFI forms for existing trustees.*

- **Attach board member RFI forms as Microsoft Word® or Adobe Acrobat® files named: R-14i - Board Member RFI Forms.**

Please find attached the Board Member Request for Information Forms in the following order (page numbers are not on the resumes)

Maureen Kinney (Angotti)

Martha (Mitchell) Rescigno

Roberta Massarini

Nikki Kersbergen

Bruce MacBain

Holly Grant



Charter Schools Institute
The State University of New York

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

Guidance and Form

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

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

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

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

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

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

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

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

B. Applicable Laws and Regulations

None.

C. Discussion

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

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; Education Corporation Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;” any sections dealing with governance;
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

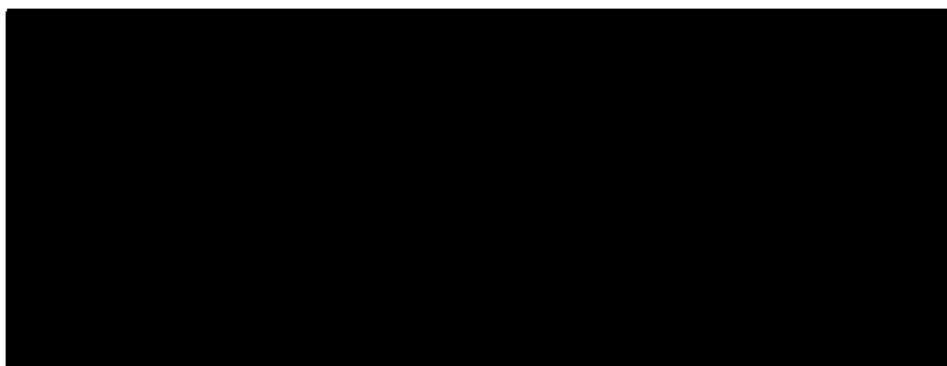
**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

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

Finger Lakes Classical Academy Charter School

2. Full name: Maureen Kinney (Angotti)



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

☒ Resume attached.

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☒ Yes.

Name(s) of School/Not-for-Profit Corporation(s):



6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☒ Does not apply to me. ☐ Yes.

Details:

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

☒ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☒ Yes.

Details:

I am personal friends with Martha Rescigno and Roberta Massarini

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☒ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☒ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☒ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☒ None.

☐ Yes.

Details:

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

I would let the school counsel and SUNY Charter Institute know immediately.

Other

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

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

Certification

I, Maureen Kinney (Angotti), certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Finger Lakes Classical Academy Charter S is true and correct in every respect.

June 3, 2024

Date



Charter Schools Institute
The State University of New York

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

Guidance and Form

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

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

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

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

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

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

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

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

B. Applicable Laws and Regulations

None.

C. Discussion

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

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; Education Corporation Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;” any sections dealing with governance;
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

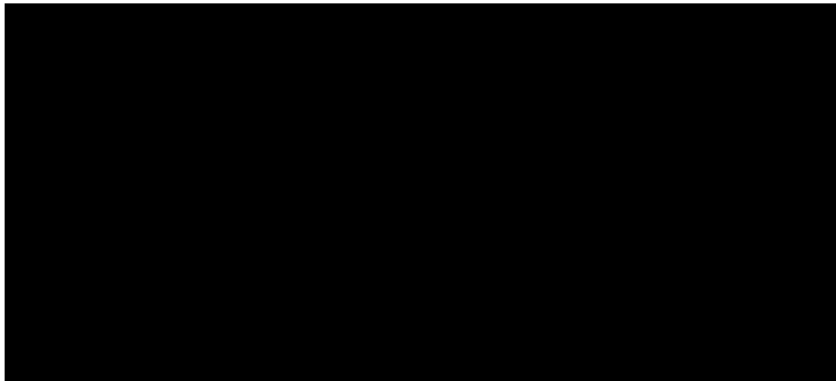
- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Finger Lakes Classical Academy Charter School

2. Full name: Martha Maria Rescigno



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

☒ Resume attached.

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☒ Yes.



6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☒ Does not apply to me. ☐ Yes.

Details:

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

☒ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☒ I / we do not know any such trustees. ☐ Yes.

Details:

Maureen Kinney (Angotti)

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☒ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the education corporation does not contract with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☒ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☒ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☒ None.

☐ Yes.

Details:

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

I would first confront the trustee and if the situation were not remedied, I would reach out to our lawyer and SUNY contact.

Other

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

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

Certification

I, Martha Maria Rescigno, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Finger Lakes Classical Academy Charter School is true and correct in every respect.

3/27/23

Date



Charter Schools Institute
The State University of New York

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

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

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

B. Applicable Laws and Regulations

None.

C. Discussion

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education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

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

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
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- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

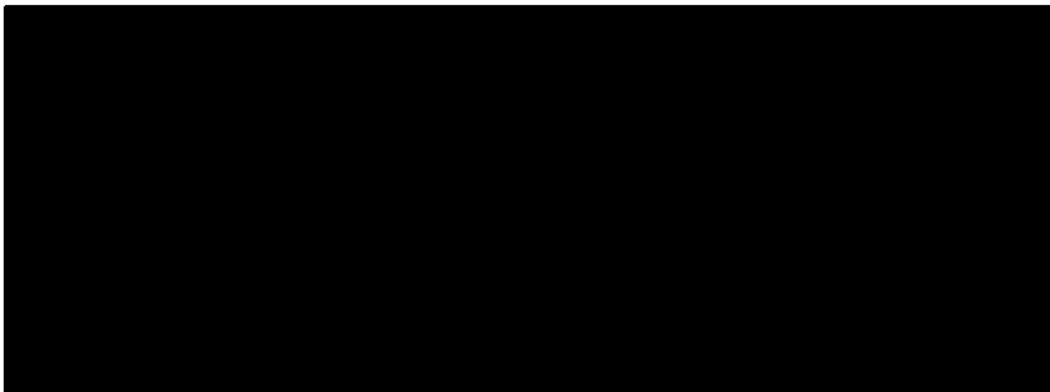
**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

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

Finger Lakes Classical Academy Charter School

2. Full name: Roberta Massarini



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

☒ Resume attached.

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☒ Does not apply to me. ☐ Yes.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☒ Does not apply to me. ☐ Yes.

Details:

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

☒ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☐ Yes.

Details:

Only those for this school. My spouse knows trustees from Truxton Academy as he worked with them in helping to prepare this application.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☐ I / we do not know any such employees. ☒ Yes.

Details:

David M. ... worked for Truxton Academy as both a TA and

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☒ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contract with a management company or charter management organization.

☒ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☒ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☒ None.

☐ Yes.

Details:

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☒ None.

☐ Yes.

Details:

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

I would discuss it with the Board President and then act according to their advice. If the person in question was the President or I felt that the President was ignoring the situation, then I would bring it to the attention of the other board members.

Other

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

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

Certification

I, Roberta Massarini, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Finger Lakes Classical Academy Charter School is true and correct in every respect.

6-2-2024

Date



Charter Schools Institute
The State University of New York

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- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; Education Corporation Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;” any sections dealing with governance;
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

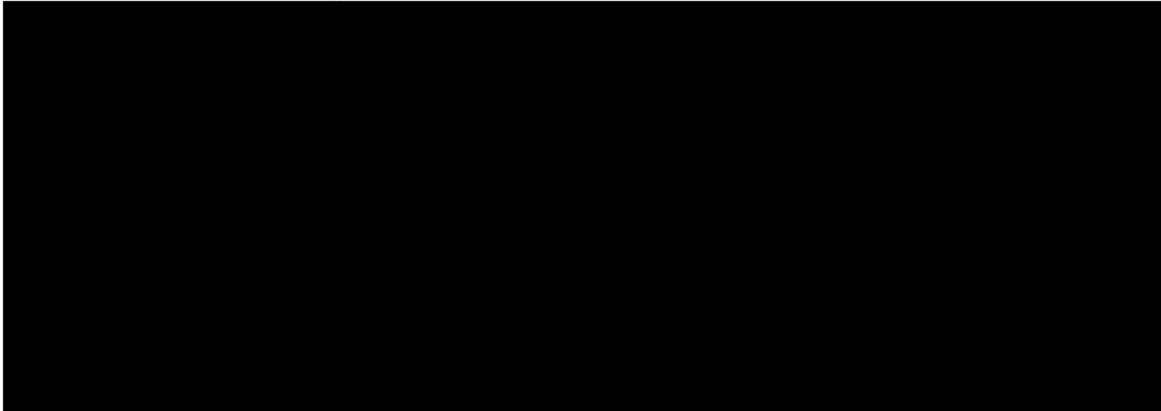
- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Finger Lakes Classical Academy Charter School

2. Full name: Nikki Kersbergen



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

☒ Resume attached.

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☒ Yes.

Name(s) of School/Not-for-Profit Corporation(s):



6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☒ Does not apply to me. ☐ Yes.

Details:

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

☒ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☒ Yes.

Details:

I have been working closely with the other prospective trustees over the past 4 years to craft our new charter school application.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☒ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the education corporation does not contract with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☒ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☒ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☒ None.

☐ Yes.

Details:

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

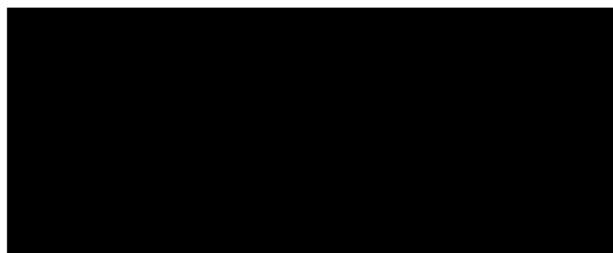
I will bring the allegation to the Board of Trustees' attention. We will investigate the allegation. If supporting evidence is discovered, we will present the allegation and evidence to the SUNY Charter School and ask for their guidance. Most likely, we will vote to remove the trustee who is involved in self-dealing and move to terminate any contracts we have with his/her associates. Per pupil aid and federal/state grants arise from the tax payers' money. We are bound to be fiscally responsible with tax payers' money. We must also ensure that all decisions are made in the best interest of our students and their families. Being on the Board of Trustees is an honored and privileged position that should never be abused for personal, friends' or families' betterment/gain.

Other

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

Certification

I, Nikki Kersbergen, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Finger Lakes Classical Academy Charter School is true and correct in every respect.



June 1, 2024
Date

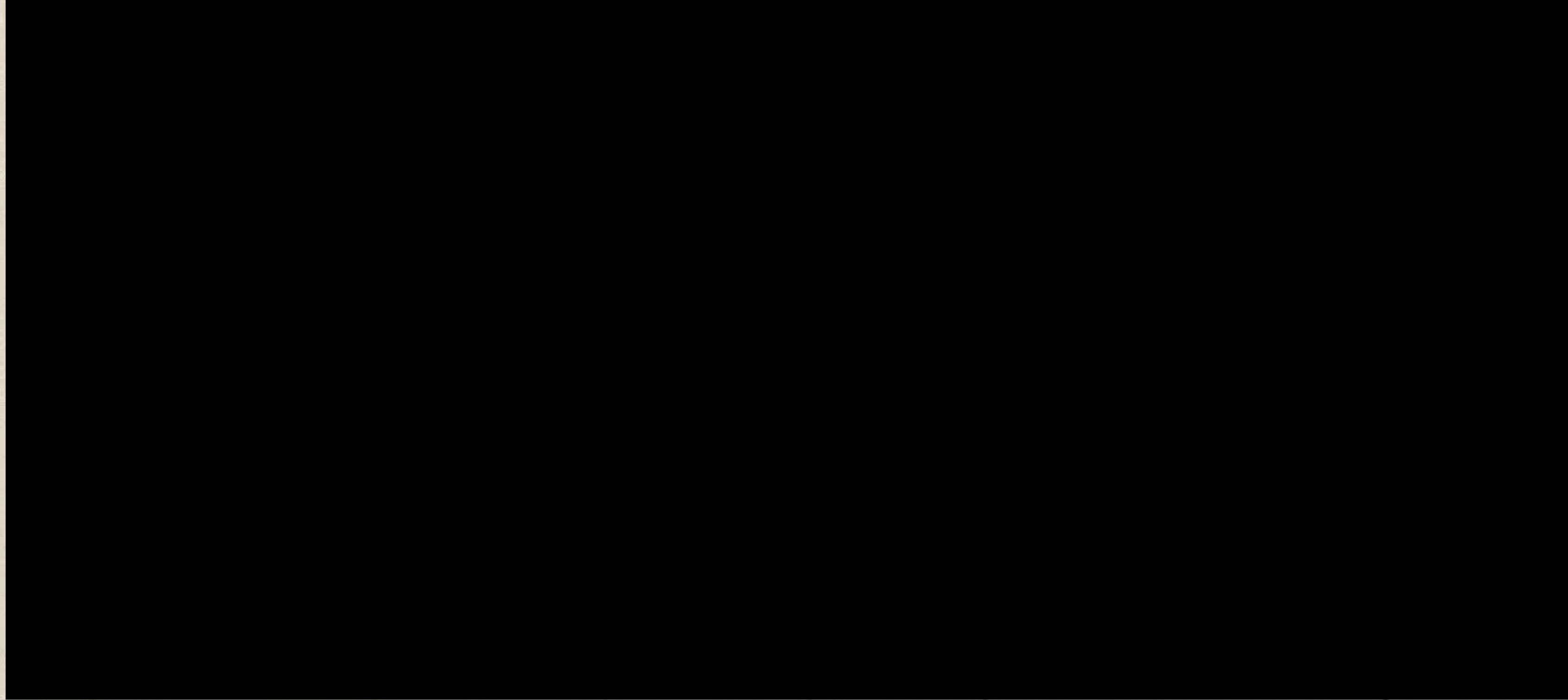
**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

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

Finger Lakes Classical Academy Charter School

2. Full name: Bruce MacBain



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

☒ Resume attached.

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☒ Does not apply to me. ☐ Yes.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☒ Does not apply to me. ☐ Yes.

Details:

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

☒ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☐ Yes.

Details:

I have met and talked with Maureen Angotti.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☒ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☒ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☒ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☒ None.

☐ Yes.

Details:

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

I don't know the procedure for reporting the issue, but I would notify other Board members and figure out what needs to be reported.

Other

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

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

Certification

I, Bruce MacBain, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Finger Lakes Classical Academy Charter School is true and correct in every respect.

6/1/24
Date



Charter Schools Institute
The State University of New York

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

Guidance and Form

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

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

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

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

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

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

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

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

B. Applicable Laws and Regulations

None.

C. Discussion

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

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; Education Corporation Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;” any sections dealing with governance;
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

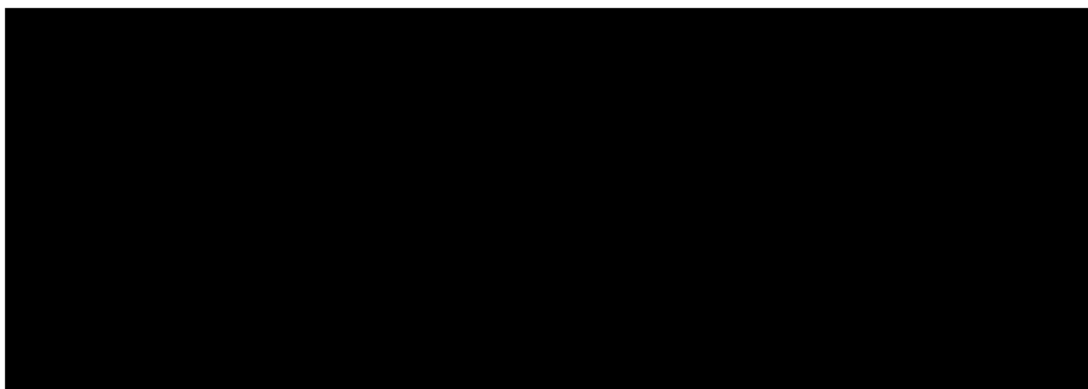
**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

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

Finger Lakes Classical Academy Charter School

2. Full name: Holly Grant



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

☒ Resume attached.

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☒ Does not apply to me. ☐ Yes.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☒ Does not apply to me. ☐ Yes.

Details:

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

☒ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☒ Yes.

Details:

Yes, providing feedback on the application

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☒ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the education corporation does not contract with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☒ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☒ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☒ None.

☐ Yes.

Details:

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

contact an experienced lawyer; File a grievance with the board president; present evidence; mediated conversation; call for investigation; undo the transaction constituting self-dealing accusation; hold alleged trustee liable for monetary damages

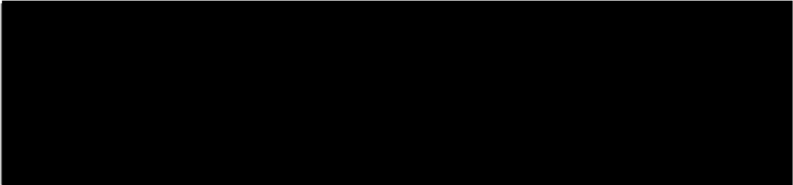
Other

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

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

Certification

I, Holly Grant, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Finger Lakes Classical Academy Charter School is true and correct in every respect.


June 1, 2024

Date

R-15 District and School Relations

a. Relationship Strategies

Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges. Include any evidence of efforts taken to establish a relationship with the district and the results of such outreach.

b. School Partnerships

Provide a description of low-performing schools in the area where the proposed school intends to be located and explain how the school might partner with those schools to share best practices and innovations

Establishing and opening a new school is a significant undertaking. Currently there are misgivings and misinformation regarding charters in general and specifically the mission, vision, and practices of classical education. The FLCACS School Leader will need to take on the burden of having potentially negative media and community attention placed on the school and be willing to combat that in the most transparent and honorable manner. Along with the Board, he/she will address many challenges in preparation for the school's opening. Eventually, the Business Manager and the SEAC will both be included in the communications with the district schools and the development of a positive working relationship.

Sharing the common goal of providing the highest quality education and the opportunity to enable all students' personal and academic success, FLCACS will continue with a positive, cooperative working relationship with the Auburn City School District, as well as the other 12 districts within our 15-mile radius.

FLCACS plans for that school partnership to include identifying best practices and innovations to show evidence of success. What we can offer parents and families in the Auburn district is a quality choice for students and families who feel their child, for various reasons, would better succeed at FLCACS rather than the traditional public educational setting.

This allows the families to choose a public education that best fits their child's needs. It also eliminates the need to cause financial hardship for local families to pay for private tuition-based schools.

A positive relationship between FLCACS and the Auburn City School District currently exists. Maureen Angotti, FLCACS founder, Roberta Massarini, and Bobby Massarini have met with Jeff Pirozzolo, the Auburn City School District Superintendent, and Sarah Cupelli, a former colleague of one of our board members, and the Assistant Superintendent of Curriculum and Instruction. The meeting was both extremely cordial

and inviting, as Jeff and Sarah not only wanted to work with us, but also offered to help in any way they could.

Both were willing to assist in evaluating our curriculum to ensure we were in sync with school district standards. They were also willing to assist in coordinating special needs issues, transportation, schedules, FRPL programs, and extracurricular activities. As Jeff stated, "In the end, the only thing that matters is the child's education." As far as he was concerned, it didn't matter where the child sat, as long as they got the best possible outcome. This healthy relationship allows the students to transition from their home district with minimal disruption for the student. FLCACS will be open with the Auburn district in our communication with families, curriculum, and teaching methods. Mr. Pirozzolo will be retiring after this school year. He remains an advocate of school choice.

In addition to our meeting with Auburn, the Union Springs Superintendent offered a tour of their facility and was extremely accommodating to the FLCACS Board members who attended.

We have had several meetings with various school board members in the other districts, including the President of the Union Springs School Board and other Union Springs board members, and with other districts including Moravia and Southern Cayuga. All of these meetings have been on the low end, accepting and open, and on the high end, ecstatic and excited about the possibilities. This was both surprising and enlightening.

While we have not heard from the President of the Auburn School Board (unreturned calls and messages), we have however, spoken to individual members of the Board who have also offered to assist in any way possible. The conversations were respectful and encouraging. Being a charter desert, Cayuga County has no experience with public charter schools. District leaders and school board members are not familiar with public charter schools. In our communications, we are trying to educate on what a charter school is and what it is not, while emphasizing the common goal of providing the best education possible for the students of our communities.

We understand that when a new charter school emerges in a traditional district there can be some ingrained "culture clashes" due to two public educational systems taking different approaches to achieve educationally successful outcomes. While we have anticipated challenges and expected some friction, we have yet to encounter the level we had anticipated. What we have found is that most people in the region are truly concerned about the education of our young, especially following the onset of Covid-19. Where once many school board members and teachers might have seen the unknowns of a charter

school as a great threat, they now see it as a potential ally in a fight to accomplish the goal of high-quality education for our youth.

Where we anticipate the most pushback is from the teacher's union. Again, with a common goal of teacher job security, we will emphasize that teacher jobs may be distributed differently, but the numbers will remain comparable. Focusing on the many common purposes will be the key to making a difference and benefiting both parties, but most importantly benefit the students. Accomplishing both the mission of the charter and of the district needs to be the priority. The complexity of a school is influenced by multiple factors. Working together can help to ensure resources are not being duplicated and instead are being used to their potential. Both of us will share the goal of improving the measurable outcome levels of academic success. Specifically, the overlapping services of nursing, busing, and Special Education will need to be emphasized with a continuous open line of communication.

FLCACS will be just starting out, while the district will have the advantage of a tremendous amount of experience. Acknowledging that we value their input and their experience and wisdom must be clearly stated. Initial formal contact will include stating the objectives or goals, needed resources and relationships to accomplish our objectives, and key people in the partnership, along with describing potential barriers to success and how to overcome them. The perceived costs of working together cannot outweigh the benefits. Unhealthy competition or territory issues must be addressed quickly. Building the foundation of mutual trust and respect must be established quickly. Contact has already been made. Upon the approval of the FLCACS application, an invitation to the table will immediately be made to the Superintendents of not only our home district, but also the surrounding districts within our 15 mile radius of influence.

b. School Partnerships

Provide a description of low-performing schools in the area where the proposed school intends to be located and explain how the school might partner with those schools to share best practices and innovations.

Our School Leader will have working knowledge and understanding of the local community and their school pedagogy and will develop a positive relationship with the district and other school leaders. One of our top priorities is for our school leadership to develop open communication with the key personnel of the home district(s) and have a strong knowledge of the student population demographics in the Auburn City School District and outlying districts of student origin.

FLCACS's primary obligation is to work with each individual student's school district to ensure the provision of services and settings required by each classified student's Individualized Education Plan (IEP). Working with the districts to ensure that eligible students receive services, the Special Education / Academic Success Coordinator (SEAC) will communicate with the Committee on Special Education (CSE) Chair at each district of residence. Discussions on IEP-related items, service provisions, and other special education matters will ensure the seamless transition and provision of services to the same extent as provided in and by all district schools. FLCACS will work directly with the district to schedule related services as required by a child's IEP. The School Leader and SEAC will maintain communication concerning the services that the district will provide related to IEPs.

Services may be contracted out to a private provider to ensure fair and adequate funding for related student services. The School Leader and Business Manager will maintain ongoing communication with the student registrar, the finance department, and the CSE of each district of residence to confirm enrollment and funding. FLCACS will meet monthly to review funding received from districts and discuss changes in enrollment and related services.

At this early stage in our relationship, we believe that our relationship is threefold.

1. Financial

Our School Leader and Business Manager will meet with the Auburn Enlarged City School District's (AESCD) Superintendent/business manager to overview the budgeting process between the FLCACS and AESCD. This will entail who and how many students will be coming to the charter school and how much financial monies will be owed to FLCACS for the education of students by AESCD received tax dollars. This process will also occur with all the districts our students hail from.

2. Shared Services

There may be some areas where it is possible to share some services in order to keep costs down for both FLCACS and AESCD. These may be related to transportation, nursing, or breakfast and lunch being served by AESCD instead of FLCACS developing its own breakfast and lunch program. We may need to share some special education services, such as a school psychologist or therapist, depending on the needs of the students. This process will also be discussed with the outlying districts in addition to our home district. While finding shared services will be more difficult in the outlying districts, open dialogue will be able to determine what possibilities exist for working together for mutual benefit.

3. Educational Accountability

The Special Education/Academic Success Coordinator (SEAC) at FLCACS will communicate with the district's CSE Chair on IEP-related items, service provisions, and other special education matters. FLCACS will work directly with the district to schedule related services as required by a child's IEP. The School Leader and SEAC will maintain ongoing communication with the student registrar, the finance department, and/or the CSE Chair of each district of residence to confirm enrollment and the services that the district will provide, as well as ensure that funding has been received.

R-16ac Facilities

Describe the facility needs of the proposed school for each year of the charter term 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, a nurse's office, and physical education; and,*
- *If the applicants intend to offer a residence program for students, describe the facility requirements to support this program including overnight staffing and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service, and other facility-related needs.*

The desired location of the school's facility is within the Auburn City School District. With layout and codes in mind, we would prefer a building that has previously been, or is currently being used, as a school.

The number of general education classrooms required for the first year is five, followed by six in the second year, seven in the third year, eight in the fourth year, and nine in the fifth year.

Additional classroom space to accommodate Special Populations, Art, Music, and a teacher area would be a minimum of five rooms.

Administrative functions would require a minimum of four office areas: School Leader/Administrative Assistant, Business Leader/Office/Enrollment, SEAC/Special Education teachers, and a reception area. There also needs to be a cafeteria area, a secure health office, a larger activity area (preferably a gymnasium), and an outside playground.

b. Facility Selection

Describe the efforts to date to secure a facility for the school including:

- *If the applicants have identified a facility, a description of the facility and how it meets the school's 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;*
- *How the proposed facility will be able to meet NYSED (outside of NYC), or New York City Department of Buildings School Use (sometimes denoted as use "G"), and state sanitary specifications by the commencement of the first year of operation;*
- *If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open*

(including assuring that it meets specifications). Also, explain any contingency planning including the associated costs;

- *If an applicant seeks to be located in any public school facility as a primary option, he or she must clearly state these plans and indicate that a facility has not been located unless all necessary governmental approvals for the facility have been obtained;*
- *If co-located space is the primary facility plan and the budget template has been completed under that assumption, but the applicant would also investigate other options, and discuss the alternative plans in a narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested; and,*
- *If another organization is assisting the applicants in obtaining facilities, provide information about the organization.*

FLCACS is looking to use an existing school building for its classroom instruction. FLCACS has contacted the planning committee for the future of church and school buildings by the Roman Catholic Diocese of Rochester to potentially secure a facility from a list of recently closed parochial school buildings. There are two primary Diocesan buildings currently being considered:

[REDACTED] NY

These facilities meet or exceed all minimum requirements stated on the NYSED Website¹. The advantages of these buildings include that they both have been fully functional elementary schools. St. Joseph School operated through June 2019 as a PK-8. Holy Family School has been closed for a period of time. During operation, Holy Family was a K-12 facility. Both buildings have been maintained by the Diocese since the school closings and are currently used for catechism classes, CYO sports leagues, and (Holy Family) for costumes/storage for the local Merry-Go-Round Playhouse Theater. Both offer a gymnasium, classrooms, office space, children's bathrooms, and a food service area.

In addition, FLCACS is in contact with Cornell Cooperative Extension to consider an opportunity to utilize its vacated educational building at 248 Grant Avenue, Auburn NY.

The Cooperative Extension building has a total 17,392 ft² of office space with approximately 7,950 ft² per floor. The facility has more than enough individual rooms to accommodate a fully functioning classroom setting. There is a food service area and a large activity room with a stage. It was recently purchased and it is currently being renovated. There is still a potential for leasing space.

¹ http://www.p12.nysed.gov/facplan/publicat/building_aid_guidelines_072804.html

FLCACS will have offices for the administrative team, and support staff as well as a teacher's room. Both potential facilities are ADA accessible, with wheelchair ramps at entrances to the building and one with an elevator connecting the first and second floors. FLCACS will remain compliant with ADA standards.

FLCACS' budget has been designed to include facility leasing at \$7 / ft², utility costs, and insurance costs. In addition, all expected expenses associated with the routine operation and maintenance of the building are included in the budget.

c. Facility-Related Conflicts of Interest

If the charter school education corporation or its CMO or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility

Currently, there are no conflicts of interest in any of the facilities we are looking at. We are also looking at pricing that is Fair Market Value (FMV) for leases in our area.

We would eventually like to own a building, but that will take fundraising and being established with a solid track record and standing in the community. During our initial operations, leasing is cost-effective.

It is difficult for us to describe the actual lease since we cannot agree to anything without obtaining our charter approval first. If we receive the approval, one of our first priorities will be securing a lease on a building. Since no Board Members or Board Consultants own any property or are being utilized by FLCACS as real estate representatives, we do not see any Conflicts of Interest on the horizon.

Prior to signing any lease, the Board must approve the transaction. Any potential conflicts will be discussed. If they exist, an independent auditor will make sure that FMV is being utilized. If the specific facility still brings up a "red flag," the Board will put the lease on hold and advise the building committee to continue searching until an appropriate facility can be located. Due to the economic struggles of this area, a larger than average number of commercial properties are available; finding a suitable one at a reasonable price should not be a problem. Realtor and charter advocate, Cheri Emmi-Stebbins, has done her research and is waiting on an approved application.

<https://emmirealty.com/about-us/>

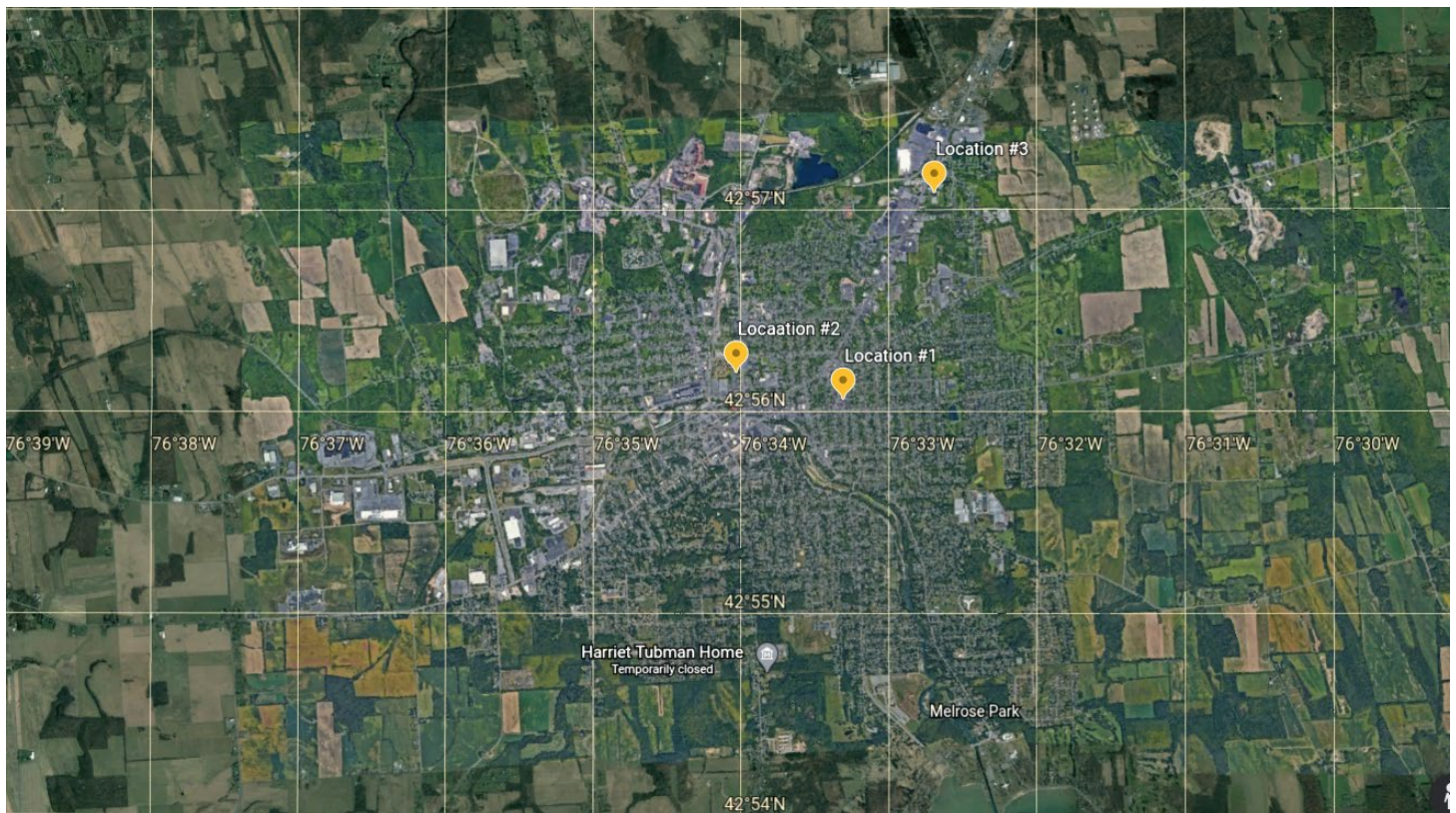
R-16d Facilities

Provide Information such as blueprints, 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.

NOTE: If the applicant has identified a facility, include certification from an architect that the proposed facility meets 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 startup budget.

The three locations are situated within the boundaries of the greater Auburn city area as shown in Figure 1. These locations will serve families encompassing thirteen school districts.

FIGURE 1



Since we do not have a lease at the time, it is not possible for FLCACS to provide any blueprints, certified estimates, or lease particulars. We have used the going rate of \$7/sq. ft. in our budgeting.

Our estimated need for the first year is 9,830 +/- square feet. As we add classes this increases. On the next page is a chart of our projected space needs:

Room Type		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
General Classrooms	810	5	6	7	8	9
<u>Specialty Classrooms</u>		5	5	5	5	5
Art	810					
Music	810					
PE	810					
Spec Ed	150					
Nurse	150					
<u>Office</u>						
Reception	400					
School Leader	150					
Business Manager	150					
SEAC	150					
Teacher Lounge	200					

Cafeteria / Gym	2000					
<i>Static Space</i>	5780	4050	4860	5670	6480	7290
Total Space		9830	10640	11450	12260	13070

R-17 – Food Services

Describe the plans for food services the school will provide. Indicate if the school will participate in the Federal school lunch and/or breakfast program. While food service plans are at the discretion of the school, please note that many school districts allow charter schools to participate in district food service contracts or programs.

FLCACS will have lunch available for purchase at full or reduced price. Students will also be allowed to bring their lunch to school.

FLCACS intends to participate in the Federal Free-and Reduced-Priced lunch and snack programs administered by the U.S. Department of Agriculture, and adhere to all applicable requirements including meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose.

Food will be prepared and brought to the school by a prominent food service provider. We plan to work with the local school district in making these arrangements. The food will be served in our own food service facilities, including kitchen and cafeteria accommodations. The buildings we are most interested in were schools in the past and have kitchen areas already in place.

Expenses for subsidized meals will be met by subsidy revenues received from the Federal and State meal programs, and expenses for full-price meals will be met by sales charges. The food service program has been reflected in the budget, as well as an overage for children who are supposed to be paying, but from whom funds have not been received for some reason. All children will be served, regardless of their ability to pay.

Traditionally, our area has had a relatively high percentage of students eligible for free and reduced-price lunches. To improve student performance, attendance, and health, we will explore a breakfast-in-classroom concept, combined with our daily class or school-wide meeting. If enrollment follows historic trends of greater than 50% FRPL, the school will be able to offer an after-school snack program via the USDA's school-based snack program.

R-18 – Health Services

Describe the plans for health services the school will provide including provision for a school nurse, medical space and equipment, procedures for proper collection and storage of immunization and medical records, immunization records checks, and procedures for provision of medication to students who require it within applicable law. Applicants may wish to refer to NYSED’s School Health Services information in developing this response.

FLCACS will comply with all health services requirements applicable to other public schools including, but not limited to, all immunization and diagnostic testing requirements. FLCACS shall provide on-site health care services similar in scope to those available to children attending other public schools. FLCACS will seek to have a school nurse available to supervise the disbursement of medication (in accordance with §2853(4) (a) and §912 of the Education Law), the treatment of students who are ill or injured, and train faculty and staff in first aid. Hearing and vision testing will be administered to all new students by a qualified individual coordinated by the School Leader. A review of student immunization requirements and the proper supporting documents shall be completed for all new students.

Cumulative health records will be stored in locked filing cabinets accessible only by authorized staff members. These records will include proof of immunization and authorization for the administration of medication. All visits to the nurse, including reason and treatment, will be documented in each child’s file. Parents will be expected to provide emergency contacts in the event their child becomes ill or is injured.

The school will ensure that all new students adhere to New York State requirements for immunization before they attend. Parents or guardians must provide proof for FLCACS documentation that their child has received all required doses of vaccines. Parents or guardians may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician, physician assistant, or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs contrary to such immunizations as per current New York State law.

Students requiring medication must bring a letter from their physician showing medical necessity, or “Authorization for the Administration of Medication to Students”. All medication must be sent with the pharmacy label attached. Only medications requiring a dose during school hours will be administered in school. All daily or twice/day medications shall be administered at home before or after school. Asthmatic students who require daily medication must have a current “Authorization for Administration of Medication to Students” form on file. The student will be sent to the medical room daily at the prearranged time. Medication will only be administered by a school nurse. Medication

must be stored in the medical room except for students with documented permission to carry and self-administer their own medication. Diabetic students requiring blood sugar monitoring must have a glucose monitoring form on file. These students will be sent to the medical room at prearranged times as per their physician's instructions. Blood sugar monitoring and the administration of insulin will be performed by a school nurse.

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.

FLCACS will adopt certain recommendations in the New York State Education Department's manual GUIDELINES FOR MEDICATION MANAGEMENT IN SCHOOLS.

All instructional staff will receive CPR training and an automated external defibrillator (AED) will be on site. Instructional staff will also receive basic First Aid training, including First Aid for Choking. Staff will be trained in Disaster Preparedness and Drill protocols that cover Fire Alarms, Stay in Place, Bomb Threats, Natural Disasters (Earthquake, Thunderstorms, Tornadoes, Flooding), Extreme Weather, Evacuations, and Active Shooter. Specifically assigned staff will be trained to take on the nurse's responsibilities during any of these drills or actual emergencies if the nurse is not on the premises.

The nurse's office will be locked. In addition, a lock will be on the cabinet where medications are kept. The nurse's office will also contain a small refrigerator, with a thermometer for supplies such as ice packs and medications that require refrigeration. As such, the refrigerator will also have a lock on it. No food will be allowed in this refrigerator.

The nurse's area will be equipped with an eyewash station, an automated external defibrillator (AED), a wheelchair, and a nebulizer. The eyewash station and the AED will be in an area accessible to all staff. In addition, the nurse's office will contain a wheeled cart. All medications will be stored in containers that allow for easy transfer into the wheel cart.

During a fire drill or an actual alarm, the nurse, or the assigned staff member for times when the nurse is not on the premises, will be responsible to take all medication, a First Aid Kit, and the Medical Profile Binder, containing all of the children's information, and a nebulizer in the cart with him/her to a predetermined location known to all staff.

The nurse will also be responsible for providing student education regarding the following:

Fire Safety

Emergency Preparedness Safety

Lead Poisoning

Health and Hygiene (brushing teeth, etc.)

Outdoor Safety

Bus Safety

Stranger Danger

R-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 that does not align with district options including days when the proposed school would be in session but the district schools would not be in session. This response should also include discussion of how the school would communicate the requirement that parents of students seeking transportation services must submit a written request no later than April 1st to the school district in which they reside, including how this would be ensured in light of the identified admissions lottery date from Response 5.

FLCACS students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635.

If a student is not eligible, the student's parent or guardian will be responsible for providing transportation.

The calendar of FLCACS will closely align with the Auburn City School District to minimize transportation conflicts.

In the event that the school is running a field trip or a special session that is outside the school location and/or regular school hours, FLCACS will provide transportation through First Student or the transportation department of one of the homeschool districts.

The Business Manager will work closely with the Transportation Directors of the homeschool districts, including, but not limited to, Auburn Enlarged City School District, Port Byron Central School District, Weedsport Central School District, Union Springs Central School District, and Southern Cayuga Central School District.

The Business Manager and Enrollment Assistant will collect transportation forms from each homeschool district to include in the enrollment/registration packet. The Enrollment Assistant will collect the completed transportation forms and submit them directly to the homeschool's transportation department. The Business Manager and Enrollment Assistant will cooperate with all deadlines and requirements imposed by the transportation departments.

R-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, personal injury, and any school-owned or leased vehicles or other property. Please include the costs for annual premiums in the proposal budget(s).

FLCACS has consulted with David Wicker, Senior Account Executive with CH Insurance, for a proposal relating to insurance requirements. Mr. Wicker has consulted with several public and private schools and recommended the following policies:

<u>Type of Insurance</u>	<u>Limits</u>
• Director and Officer	\$3,000,000
• General Liability	\$3,000,000
• Umbrella Policy	\$5,000,000
• Workman's Comp	Statutory Limits
• Personal Property	\$1,000,000
• Cyber Liability	\$250,000
• Real Estate	\$1,000,000
• DBL/PFL	Statutory Limits

This package is estimated to cost \$30,000-\$40,000 annually at the onset and grow toward the \$50,000 mark as the school grows. We are budgeting for the higher value to be safe. Workman's Comp has been incorporated into the Payroll Tax portion of the budget, but if we can bundle it together, we should be able to save funds.

R-21 Fiscal Soundness

a. Budget Narrative

Discuss in narrative form how the startup budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient startup 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.

Due to ongoing uncertainty of economic conditions and enrollment pattern shifts, the Institute encourages applicants to consider multiple revenue sources, prepare for revenue receipt timing issues, and incorporate backstop strategies. Discussion of these and any other safeguards should be included in this response.

NOTE: Schools that include at-risk designations, "preferences," or set-asides in their admissions policies (with the exception of one extra weight in the lottery) may not be eligible for federal CSP grant funding. Additional information on funding opportunities is available on NYSED's website. IMPORTANT: Timing delays of start-up funds can cause significant obstacles for new charters. Recent CSP grant awards have experienced significant delays in the flow of payments to approved charter recipients. As a precaution, SUNY advises new charter applicants to take steps that include proactive planning of financial backstop measures to ensure financial stability

FLCACS's budget and cash flow projections are extremely conservative in order to ensure fiscal stability throughout the long-term plan. We have built in planned increases in expenses year to year and have still maintained a cash reserve every year. The attached budget includes a reserve of 2.7% in the first year, 15.1% in the second year, 16.4% in the third year, 25.5% in the fourth year, and 40% in the fifth year.

We have tried to make sure we have a reserve every year as we are anticipating a potential revenue per pupil decrease due to the pending NYS Budget Crises.

FLCACS is anticipating receiving the CSP grant for \$ 1,000,000. While we are aware that we may be eligible for an increase of \$ 250,000 for this grant, for budgetary purposes we have decided to not include that, even though we will be applying for it.

The distribution of the CSP grant is spread over four years, allocating \$355,000 in the Pre-Open, and \$ 325,000 in the next year, \$ 200,000 in year 2 and the balance of \$ 120,000 in the 3rd operating year. Maintaining a large cash reserve in the 3rd Year is due to anticipated increased expenses, including the hire of an additional Teaching Assistant and the bringing of our Specialty Teachers to FTE. By spreading the CSP grant over several years we will have a reserve to handle any shortfall in cash flow that may occur due to Covid-19 shutdowns and timing issues.

We believe that our budget is aligned with our mission of providing the best possible classical education with exposure to the finest in literature, science, math, and the arts. In order to do that FLCACS will expend a large amount of our funding on properly equipping the classrooms with the best reading material and all the equipment needed to bring the wonders of science and math to life. We have allocated \$ 850 per pupil in the first year and \$ 750 per pupil thereafter (with inflationary increases built in) to be spent on materials for just that purpose. This will allow our teachers to have the materials they need, including our Specialty teachers.

True learning occurs in an ordered and disciplined environment, as such we will have our students wear uniforms. However, we have a budget of \$150 per student to provide the uniforms so our Academy remains truly TUITION-FREE.

Our payroll cost is within line with the other schools in the community, and while not the highest, we have budgeted enough to allow for merit pay increases so that we maintain the best of the best.

In order to maintain our projected enrollment numbers, we have allocated a generous sum to Student Recruitment and Marketing, not just in the first year, but in every successive year as we continue to look to expand our grade offerings.

FLCACS realizes that the number of students per teacher is not only limited by the teacher's ability, but also by the physical size due to appropriate Covid spacing requirements. We are looking to maintain a teacher-to-student ratio of approximately 20:1, with no more than 22 students in a classroom. As we expand our Kindergarten enrollment, we will expand to two teachers in a room and eventually two classrooms. It is only in year four that we expect our enrollment to go over 20 for a particular grade level, and at this point, there is enough of a cash reserve to handle any additional expense that we may incur.

We believe that this plan is both reasonable and sustainable, with an expected enrollment of 78 over 5 grade levels in the first year, 104 over 6 grades in the second year, and increasing to 172 over 9 grades in the fifth year. These numbers are realistic and our goal is to maintain the class sizes as they move up in grade level. We are looking to build from the ground up.

As for other funding sources, our budget is set up so that we are not looking to generate any money from programs like FRPL. In fact, we have budgeted at a loss, assuming that there will be children who are provided a meal and are not part of the program, but collecting the funds from the parents may be difficult. Anticipating situations like this in advance will alleviate any financial pressure and subsequently alleviate any problems that could occur due to unexpected family hardship.

FLCACS has attempted to anticipate all potential financial drawbacks and plan for them accordingly. This conservative philosophy will guarantee our success and should be obvious when reviewing our budget.

Mitigation Strategies include but are not limited to :

- (1) deferring costs that are deemed non-essential or could be deferred until the following year,
- (2) participating in national charter school purchasing collaboratives to reduce costs, and
- (3) evaluation of staffing needs, reducing non-instructional positions.

Surplus Strategies include but are not limited to:

- (1) Increasing salaries or adding stipends for teacher leaders to attract and retain talent,
- (2) Adding personnel (e.g. counselor, custodian) earlier in the initial charter term to support student learning and school operations, and
- (3) add to employee benefit plans.

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.***

Besides hiring an Accounting Firm to do our annual audit, FLCACS will also have that firm train our management staff on proper bookkeeping methods and compliance with Generally Accepted Accounting Principles (GAAP) and

Procurement Guidelines established by the State Procurement Council pursuant to State Finance Law Article 161(2)(d) as well as incorporating best practices.

Our School Leader, in conjunction with our Business Manager, and Board Treasurer will be responsible for the development of the Annual Budget. Recommendations will be made to the Finance Committee of the School Board prior to the review, and approval of the School Board. Any modification to the approved budget throughout the year will be the responsibility of the School Leader, the Business Manager, and the Board Treasurer working together. This will apply for minor changes under 0.5% (half a percent) of the overall budget. Any modification beyond this level will require review and approval by the board.

The budget will be created and proposed to the board by the first Monday in May for the upcoming school year. All modifications to the proposed budget will then be discussed between the School Leader, the Treasurer, and the Finance Committee Board members, and a Final Budget should be proposed and approved no later than the last Monday before the school year ends.

The Board of Trustees will review standard financial statements at monthly Board meetings. These statements include, but are not limited to, Budget vs. Actual Reports, Balance Sheets, Statements of Cash Flows, and regularly updated projections. Should variances from budgets become significant, the school Leader and Finance Committee will review the approved budget to determine if the existing budget requires amendment or if another corrective action is required to realign activity with the approved 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.

FLCACS' Accounting Firm, a licensed NYS CPA firm, will perform an annual audit prior to April; so that it coincides with the time the School Leader, Business Manager, and Board Treasurer are working on the new budget. This way any questions or concerns that come up during the audit can be addressed in the planning stage.

This audit will be done by an independent firm and not a member of the Board or any employee of FLCACS. The Audit will provide all necessary NYSED and SUNY

financial reports, including but not limited to a statement of financial position, a statement of expenses, a statement of activities, and a statement of cash flows.

The Accounting Firm will be selected by the Audit Committee and will present directly to the committee prior to reporting to the School Board. In addition to the annual audit, FLCACS will comply with requests for audits to be completed by the NYS Comptroller's Office and any other organization granting funds to FLCACS.

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. Applicants should refer to and incorporate elements of the Institute's Closure Plan, in developing this response. Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

FLCACS will allocate \$ 25,000 per year for the first three years in escrow to pay for legal expenses, the final audit, and other expenses affiliated with the dissolution.

Upon the decision by the board for the dissolution of FLCACS, the board will designate a trustee to work with the School Leader for the various tasks that will ensue.

First, the School Leader, with the assistance of the designated trustee, will establish communication with the parents of the students, informing them of the decision of the board, their options for future schooling of their child, and contact information for the school district they live in.

Next, the School Leader, with the assistance of the designated trustee, will then reach out to the school districts to inform them of the impending dissolution and provide them with a list of all the students of FLCACS who are in their districts, along with contact information so that they can reach out to the parents to ensure that no break occurs in the child's education.

Then the School Leader, with the assistance of the designated trustee, will distribute the appropriate student records to the school that they will be attending next.

The Lawyer for the school, in conjunction with the treasurer and the designated trustee, will determine the list of available assets in comparison to the list of open debt. Then a plan will be determined to best process those assets to meet the school's obligations in compliance with all legal requirements.

All SUNY Closure procedures will be complied with and all reports will be the responsibility of the School Leader and the designated trustee. Any legal documentation and any financial information will be the responsibility of the school's lawyer and the treasurer respectively.

Financials:

Upon notification of closure, FLCACS will begin a full audit of liquid and fixed assets. The school will contact, in writing, all creditors and vendors to inform them of the school closure and the closure of accounts, as well as settle all outstanding debts. The school will furnish copies of financial information and report on the school's financial position within 30 days of the closure notice. The school will provide the required financial updates to SUNY.

Inventory and Distribution of Assets:

Within 45 days of the Notice of Closure, FLCACS will contract with a third-party assessor to inventory fixed assets and their location on fair market value. Copies of all reports will be provided to SUNY. Consistent with the timeline outlined in the Closure Plan, FLCACS' Board of Trustees will vote to disperse all fixed and liquid assets to the local school district or local charter school.



GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL BUDGETS AND CASH FLOWS

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
6) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
7) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
8) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
9) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

- = Enter information into the light BLUE shaded cells.
- = Cells labeled in ORANGE contain guidance regarding the input of information.
- = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
630918	Abraham Wing School	13,978	14,508
570101	Addison Central School District	13,099	13,483
410401	Adirondack Central School District	12,906	13,609
080101	Afton Central School District	13,262	13,338
142101	Akron Central School District	11,798	12,238
010100	Albany City School District	16,653	17,297
450101	Albion Central School District	11,429	11,437
140101	Alden Central School District	11,162	11,278
180202	Alexander Central School District	13,336	13,225
220202	Alexandria Central School District	13,733	13,883
020101	Alfred-Almond Central School District	13,052	13,454
040302	Allegany-Limestone Central School District	11,294	11,601
460102	Altmar-Parish-Williamstown Central School District	13,337	13,897
580303	Amagansett Union Free School District	63,762	63,430
140201	Amherst Central School District	11,616	11,866
580106	Amityville Union Free School District	19,299	20,322
270100	Amsterdam City School District	10,941	11,428
120102	Andes Central School District	20,531	20,369
020601	Andover Central School District	14,369	13,869
660405	Ardsey Union Free School District	22,534	23,390
640101	Argyle Central School District	13,214	13,591
571901	Arkport Central School District	11,271	11,921
131601	Arlington Central School District	13,322	13,767
670201	Attica Central School District	10,367	10,506
050100	Auburn Enlarged City School District	11,813	12,014
090201	AuSable Valley Central School District	15,073	15,292
491302	Averill Park Central School District	11,508	11,727
570201	Avoca Central School District	15,499	15,491
240101	Avon Central School District	12,268	12,710
580101	Babylon Union Free School District	18,392	19,015
080201	Bainbridge-Guilford Central School District	12,560	13,059
280210	Baldwin Union Free School District	17,082	17,405
420901	Baldwinsville Central School District	13,192	13,687
521301	Ballston Spa Central School District	13,489	13,810
401301	Barker Central School District	13,489	13,698
180300	Batavia City School District	14,062	14,183
570302	Bath Central School District	10,342	10,455
580501	Bay Shore Union Free School District	17,943	18,584
580505	Bayport-Blue Point Union Free School District	19,059	19,427
130200	Beacon City School District	13,620	14,127
231301	Beaver River Central School District	11,131	11,448
660102	Bedford Central School District	22,370	23,269
090301	Beekmantown Central School District	13,766	14,511
020801	Belfast Central School District	13,706	14,257
220909	Belleville Henderson Central School District	10,631	9,807
280207	Bellmore Union Free School District	21,210	21,708

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
280253	Bellmore-Merrick Central High School District	15,327	15,793
061001	Bemus Point Central School District	13,682	14,350
490101	Berlin Central School District	14,412	15,059
010201	Berne-Knox-Westerlo Central School District	15,485	16,417
010306	Bethlehem Central School District	13,672	13,877
280521	Bethpage Union Free School District	19,042	19,074
030200	Binghamton City School District	12,121	12,716
661905	Blind Brook-Rye Union Free School District	21,888	21,332
430501	Bloomfield Central School District	12,264	12,412
022902	Bolivar-Richburg Central School District	13,477	13,492
630101	Bolton Central School District	23,228	23,321
151801	Boquet Valley Central School District	15,662	16,118
570401	Bradford Central School District	14,440	14,482
510101	Brasher Falls Central School District	12,543	13,401
580512	Brentwood Union Free School District	16,474	17,336
480601	Brewster Central School District	18,631	18,579
661402	Briarcliff Manor Union Free School District	23,893	24,366
580909	Bridgehampton Union Free School District	72,319	77,128
260101	Brighton Central School District	14,228	14,868
171102	Broadalbin-Perth Central School District	10,116	10,318
261801	Brockport Central School District	12,493	12,643
062301	Brocton Central School District	14,725	15,187
660303	Bronxville Union Free School District	22,369	22,599
250109	Brookfield Central School District	14,092	15,370
490202	Brunswick Central School District	12,629	12,816
161601	Brushton-Moira Central School District	13,625	14,380
140600	Buffalo City School District	13,416	13,966
520101	Burnt Hills-Ballston Lake Central School District	11,793	12,031
661201	Byram Hills Central School District	21,733	22,205
180701	Byron-Bergen Central School District	12,481	12,815
190301	Cairo-Durham Central School District	11,106	11,469
240201	Caledonia-Mumford Central School District	11,735	11,829
641610	Cambridge Central School District	14,085	14,254
410601	Camden Central School District	10,693	10,529
570603	Campbell-Savona Central School District	10,781	10,128
270301	Canajoharie Central School District	12,691	12,596
430300	Canandaigua City School District	12,175	12,078
021102	Canaseraga Central School District	13,468	13,884
250901	Canastota Central School District	11,618	11,955
600301	Candor Central School District	13,672	14,867
571502	Canisteo-Greenwood Central School District	16,483	16,137
510201	Canton Central School District	13,626	14,138
280411	Carle Place Union Free School District	21,519	21,973
480102	Carmel Central School District	17,197	17,378
222201	Carthage Central School District	8,808	9,585
060401	Cassadaga Valley Central School District	14,753	14,998

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
050401	Cato-Meridian Central School District	12,076	12,490
190401	Catskill Central School District	15,358	16,209
042302	Cattaraugus-Little Valley Central School District	12,808	13,840
250201	Cazenovia Central School District	12,106	12,544
580233	Center Moriches Union Free School District	16,788	17,208
580513	Central Islip Union Free School District	22,743	23,314
460801	Central Square Central School District	10,997	11,269
212101	Central Valley Central School District at Ilion-Mohawk	10,089	10,419
661004	Chappaqua Central School District	20,432	20,759
120401	Charlotte Valley Central School District	13,379	14,135
160801	Chateaugay Central School District	12,497	12,794
101001	Chatham Central School District	14,011	14,311
060503	Chautauqua Lake Central School District	14,705	14,720
090601	Chazy Union Free School District	13,134	12,944
140701	Cheektowaga Central School District	11,595	11,807
140709	Cheektowaga-Sloan Union Free School District	12,873	13,109
030101	Chenango Forks Central School District	12,038	12,269
030701	Chenango Valley Central School District	12,325	12,523
472202	Cherry Valley-Springfield Central School District	14,711	15,158
440201	Chester Union Free School District	15,728	17,038
251601	Chittenango Central School District	12,878	13,375
261501	Churchville-Chili Central School District	11,500	11,762
110101	Cincinnatus Central School District	14,201	14,259
140801	Clarence Central School District	11,276	11,924
500101	Clarkstown Central School District	15,456	16,094
140703	Cleveland Hill Union Free School District	12,660	13,021
510401	Clifton-Fine Central School District	18,179	18,641
411101	Clinton Central School District	13,257	13,827
650301	Clyde-Savannah Central School District	16,766	17,096
060701	Clymer Central School District	16,122	16,472
541102	Cobleskill-Richmondville Central School District	13,052	13,615
010500	Cohoes City School District	14,233	14,664
580402	Cold Spring Harbor Central School District	21,013	21,234
510501	Colton-Pierrepont Central School District	20,860	21,630
580410	Commack Union Free School District	16,451	16,226
580203	Comsewogue Union Free School District	15,376	15,780
580507	Connetquot Central School District	18,139	18,484
471701	Cooperstown Central School District	13,657	14,060
230201	Copenhagen Central School District	11,167	11,278
580105	Copiague Union Free School District	17,623	18,229
520401	Corinth Central School District	11,561	11,929
571000	Corning City School District	12,725	12,843
440301	Cornwall Central School District	12,915	13,242
110200	Cortland City School District	11,600	12,043
190501	Coxsackie-Athens Central School District	13,308	13,661
660202	Croton-Harmon Union Free School District	16,949	17,200

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
150203	Crown Point Central School District	18,205	18,940
022302	Cuba-Rushford Central School District	13,495	14,136
241001	Dansville Central School District	12,814	13,400
580107	Deer Park Union Free School District	16,547	16,635
120501	Delhi Central School District	15,660	15,600
140707	Depew Union Free School District	11,310	11,538
031301	Deposit Central School District	15,199	15,029
250301	DeRuyter Central School District	13,063	13,217
660403	Dobbs Ferry Union Free School District	21,320	22,177
211003	Dolgeville Central School District	11,203	11,045
130502	Dover Union Free School District	13,134	13,390
120301	Downsville Central School District	18,511	19,931
610301	Dryden Central School District	12,850	13,026
530101	Duanesburg Central School District	10,090	10,253
680801	Dundee Central School District	10,368	10,374
060800	Dunkirk City School District	14,786	15,391
140301	East Aurora Union Free School District	11,516	12,126
490301	East Greenbush Central School District	13,493	13,818
580301	East Hampton Union Free School District	24,970	25,462
260801	East Irondequoit Central School District	13,549	13,981
580503	East Islip Union Free School District	15,107	15,228
280203	East Meadow Union Free School District	17,196	17,471
580234	East Moriches Union Free School District	17,486	17,956
580917	East Quogue Union Free School District	23,447	23,025
500402	East Ramapo Central School District	18,042	17,234
261313	East Rochester Union Free School District	14,300	14,647
280219	East Rockaway Union Free School District	19,639	20,051
420401	East Syracuse-Minoa Central School District	15,808	16,309
280402	East Williston Union Free School District	22,568	22,710
660301	Eastchester Union Free School District	19,579	20,204
580912	Eastport-South Manor Central School District	13,658	14,193
141201	Eden Central School District	11,525	12,097
660406	Edgemont Union Free School District	20,077	20,605
520601	Edinburg Common School District	23,481	23,504
470501	Edmeston Central School District	12,982	13,638
513102	Edwards-Knox Central School District	11,642	12,406
180901	Elba Central School District	13,357	14,281
590801	Eldred Central School District	14,145	13,146
622002	Ellenville Central School District	18,148	18,905
040901	Ellicottville Central School District	12,949	13,525
070600	Elmira City School District	13,029	12,981
070902	Elmira Heights Central School District	11,542	11,844
280216	Elmont Union Free School District	15,720	16,052
660409	Elmsford Union Free School District	24,769	25,552
580401	Elwood Union Free School District	15,918	16,077
420601	Fabius-Pompey Central School District	13,740	13,818

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
261301	Fairport Central School District	11,875	12,280
061101	Falconer Central School District	11,219	11,542
590501	Fallsburg Central School District	20,436	21,341
280522	Farmingdale Union Free School District	18,908	19,621
421001	Fayetteville-Manlius Central School District	12,762	13,346
022001	Fillmore Central School District	10,436	10,869
580514	Fire Island Union Free School District	115,110	113,268
581004	Fishers Island Union Free School District	0	0
280222	Floral Park-Bellerose Union Free School District	16,149	16,503
442115	Florida Union Free School District	15,586	16,108
270601	Fonda-Fultonville Central School District	11,311	11,407
061503	Forestville Central School District	12,700	13,180
640502	Fort Ann Central School District	14,872	15,126
640601	Fort Edward Union Free School District	15,275	17,594
270701	Fort Plain Central School District	13,443	13,045
210402	Frankfort-Schuyler Central School District	10,696	11,208
120701	Franklin Central School District	14,814	15,481
280217	Franklin Square Union Free School District	14,992	15,685
041101	Franklinville Central School District	12,753	12,903
062201	Fredonia Central School District	13,749	14,046
280209	Freeport Union Free School District	17,621	17,921
060301	Frewsburg Central School District	11,294	11,698
021601	Friendship Central School District	14,595	14,796
141604	Frontier Central School District	9,742	10,150
460500	Fulton City School District	12,873	13,336
520701	Galway Central School District	10,850	11,157
650902	Gananda Central School District	11,448	11,679
280218	Garden City Union Free School District	18,599	19,064
480404	Garrison Union Free School District	22,212	22,065
260401	Gates-Chili Central School District	13,189	13,011
220401	General Brown Central School District	10,296	10,462
020702	Genesee Valley Central School District	13,016	13,725
240401	Geneseo Central School District	13,765	13,914
430700	Geneva City School District	15,712	15,910
100902	Germantown Central School District	16,032	16,242
470202	Gilbertsville-Mount Upton Central School District	13,788	14,333
540801	Gilboa-Conesville Central School District	15,778	15,860
280100	Glen Cove City School District	20,493	21,520
630300	Glens Falls City School District	13,219	13,380
170500	Gloversville Enlarged City School District	10,964	11,409
440601	Goshen Central School District	16,667	17,870
511101	Gouverneur Central School District	11,822	12,164
042801	Gowanda Central School District	12,288	12,664
141501	Grand Island Central School District	11,676	11,940
640701	Granville Central School District	11,247	11,769
280407	Great Neck Union Free School District	23,679	24,027

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
260501	Greece Central School District	12,553	12,813
010701	Green Island Union Free School District	14,402	15,554
660407	Greenburgh Central 7 School District	23,032	23,424
080601	Greene Central School District	12,282	12,719
581010	Greenport Union Free School District	21,084	21,466
190701	Greenville Central School District	14,835	15,274
640801	Greenwich Central School District	13,545	13,928
442111	Greenwood Lake Union Free School District	19,633	19,851
610501	Groton Central School District	12,634	13,104
010802	Guilderland Central School District	13,529	13,858
630801	Hadley-Luzerne Central School District	15,660	15,824
480401	Haldane Central School District	16,563	15,811
580405	Half Hollow Hills Central School District	16,106	16,418
141601	Hamburg Central School District	11,707	12,324
250701	Hamilton Central School District	14,718	15,230
511201	Hammond Central School District	15,084	15,749
572901	Hammondsport Central School District	16,964	17,510
580905	Hampton Bays Union Free School District	17,848	18,424
120906	Hancock Central School District	14,019	14,039
460701	Hannibal Central School District	11,271	11,420
580406	Harborfields Central School District	15,409	15,708
030501	Harpursville Central School District	9,899	9,923
660501	Harrison Central School District	25,039	25,595
230301	Harrisville Central School District	15,217	15,961
641001	Hartford Central School District	12,527	11,798
660404	Hastings-On-Hudson Union Free School District	22,828	23,686
580506	Hauppauge Union Free School District	18,756	19,302
280201	Hempstead Union Free School District	22,562	24,505
660203	Hendrick Hudson Central School District	19,520	19,996
210601	Herkimer Central School District	11,210	11,537
511301	Hermon Dekalb Central School District	14,893	15,303
280409	Herricks Union Free School District	18,075	18,373
512404	Heuvelton Central School District	11,658	11,482
280214	Hewlett-Woodmere Union Free School District	24,217	24,389
280517	Hicksville Union Free School District	16,829	17,554
620803	Highland Central School District	14,466	14,955
440901	Highland Falls-Fort Montgomery Central School District	16,285	17,287
261101	Hilton Central School District	11,745	11,931
041401	Hinsdale Central School District	11,650	12,139
141701	Holland Central School District	12,922	12,704
412201	Holland Patent Central School District	12,427	12,922
450704	Holley Central School District	10,616	11,011
110701	Homer Central School District	12,669	13,115
431401	Honeoye Central School District	13,242	13,434
260901	Honeoye Falls-Lima Central School District	11,550	11,879
491401	Hoosic Valley Central School District	11,684	12,453

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
490501	Hoosick Falls Central School District	13,687	14,425
571800	Hornell City School District	10,943	10,107
070901	Horseheads Central School District	12,482	13,016
101300	Hudson City School District	15,513	15,882
641301	Hudson Falls Central School District	10,880	10,969
190901	Hunter-Tannersville Central School District	17,100	17,254
580403	Huntington Union Free School District	18,960	19,495
130801	Hyde Park Central School District	13,784	14,300
101401	Ichabod Crane Central School District	12,994	13,076
200401	Indian Lake Central School District	23,593	24,475
220301	Indian River Central School District	8,067	8,425
200501	Inlet Common School District	0	0
141301	Iroquois Central School District	13,044	14,012
660402	Irvington Union Free School District	22,561	23,064
280231	Island Park Union Free School District	30,662	30,496
280226	Island Trees Union Free School District	16,720	17,031
580502	Islip Union Free School District	16,266	16,621
610600	Ithaca City School District	15,662	16,086
061700	Jamestown City School District	11,730	12,240
420411	Jamesville-Dewitt Central School District	12,783	12,986
572702	Jasper-Troupsburg Central School District	11,977	10,673
540901	Jefferson Central School District	14,131	14,299
280515	Jericho Union Free School District	25,150	25,613
630601	Johnsburg Central School District	18,739	19,097
031502	Johnson City Central School District	13,639	14,170
170600	Johnstown City School District	10,377	9,678
420501	Jordan-Elbridge Central School District	13,415	14,484
660101	Katonah-Lewisboro Union Free School District	20,761	21,199
150601	Keene Central School District	22,991	24,890
450607	Kendall Central School District	13,482	13,656
142601	Kenmore-Town of Tonawanda Union Free School District	10,526	11,143
241101	Keshequa Central School District	13,199	13,501
580805	Kings Park Central School District	15,247	15,314
620600	Kingston City School District	17,166	17,811
441202	Kiryas Joel Village Union Free School District	46,801	47,592
141800	Lackawanna City School District	13,993	13,355
221401	Lafargeville Central School District	11,391	11,679
420807	Lafayette Central School District	19,055	19,604
630701	Lake George Central School District	14,023	14,107
151102	Lake Placid Central School District	16,451	16,551
200601	Lake Pleasant Central School District	28,341	28,865
141401	Lake Shore Central School District	12,769	12,946
662401	Lakeland Central School District	15,973	16,385
141901	Lancaster Central School District	10,392	10,740
610801	Lansing Central School District	13,391	14,058
490601	Lansingburgh Central School District	11,799	12,613

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
470801	Laurens Central School District	11,897	11,871
280215	Lawrence Union Free School District	20,204	19,566
181001	Le Roy Central School District	12,798	13,123
670401	Letchworth Central School District	12,383	12,475
280205	Levittown Union Free School District	18,292	18,400
400301	Lewiston-Porter Central School District	13,523	13,842
590901	Liberty Central School District	20,082	20,666
580104	Lindenhurst Union Free School District	15,516	15,691
511602	Lisbon Central School District	15,637	16,247
210800	Little Falls City School District	13,776	14,527
421501	Liverpool Central School District	14,449	14,609
591302	Livingston Manor Central School District	18,500	18,772
240801	Livonia Central School District	13,019	13,261
400400	Lockport City School District	11,728	12,352
280503	Locust Valley Central School District	24,667	25,005
280300	Long Beach City School District	23,391	23,742
200701	Long Lake Central School District	42,512	43,783
580212	Longwood Central School District	16,197	16,613
230901	Lowville Academy and Central School District	11,107	11,100
221301	Lyme Central School District	14,542	15,605
280220	Lynbrook Union Free School District	19,380	19,673
421504	Lyncourt Union Free School District	19,402	20,816
451001	Lyndonville Central School District	12,401	12,897
650501	Lyons Central School District	12,939	13,774
251101	Madison Central School District	12,396	13,036
511901	Madrid-Waddington Central School District	12,867	13,666
480101	Mahopac Central School District	15,217	15,429
031101	Maine-Endwell Central School District	12,324	12,307
161501	Malone Central School District	11,905	12,835
280212	Malverne Union Free School District	21,827	22,087
660701	Mamaroneck Union Free School District	19,777	20,436
431101	Manchester-Shortsville Central School District	12,953	13,329
280406	Manhasset Union Free School District	22,034	22,228
110901	Marathon Central School District	14,378	14,538
421101	Marcellus Central School District	11,820	12,176
430901	Marcus Whitman Central School District	14,240	14,696
121401	Margaretville Central School District	16,037	16,719
650701	Marion Central School District	12,747	13,409
621001	Marlboro Central School District	17,675	18,368
140702	Maryvale Union Free School District	12,516	12,863
280523	Massapequa Union Free School District	17,834	17,941
512001	Massena Central School District	11,674	11,605
581012	Mattituck-Cutchogue Union Free School District	17,357	17,381
170801	Mayfield Central School District	11,630	11,633
110304	McGraw Central School District	13,705	15,873
521200	Mechanicville City School District	13,015	14,005

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
450801	Medina Central School District	11,836	11,829
010615	Menands Union Free School District	16,781	16,935
280225	Merrick Union Free School District	19,677	19,860
460901	Mexico Academy and Central School District	13,291	13,841
580211	Middle Country Central School District	15,341	15,728
541001	Middleburgh Central School District	13,626	13,755
441000	Middletown Enlarged City School District	15,775	16,816
471101	Milford Central School District	14,570	15,303
132201	Millbrook Central School District	13,485	14,088
580208	Miller Place Union Free School District	14,404	14,280
280410	Mineola Union Free School District	24,839	27,241
150801	Minerva Central School District	26,057	26,331
441101	Minisink Valley Central School District	13,210	13,395
530515	Mohonasen Central School District	10,866	10,995
441201	Monroe-Woodbury Central School District	15,512	16,117
580306	Montauk Union Free School District	31,123	35,371
591401	Monticello Central School District	16,023	16,694
051301	Moravia Central School District	11,805	12,255
150901	Moriah Central School District	14,186	14,528
471201	Morris Central School District	11,664	11,798
512101	Morristown Central School District	14,639	14,307
250401	Morrisville-Eaton Central School District	13,830	14,097
212001	Mount Markham Central School District	12,893	13,231
240901	Mount Morris Central School District	14,859	15,520
660801	Mount Pleasant Central School District	19,716	20,270
580207	Mount Sinai Union Free School District	16,415	16,701
660900	Mount Vernon City School District	18,476	18,589
500108	Nanuet Union Free School District	18,428	19,154
431201	Naples Central School District	14,445	14,923
411501	New Hartford Central School District	12,271	12,563
280405	New Hyde Park-Garden City Park Union Free School District	16,067	16,763
101601	New Lebanon Central School District	16,565	17,118
621101	New Paltz Central School District	16,125	17,004
661100	New Rochelle City School District	18,053	18,595
581015	New Suffolk Common School District	19,758	18,495
300000	New York City Department of Education	17,626	18,340
411504	New York Mills Union Free School District	13,439	14,057
650101	Newark Central School District	12,719	13,312
600402	Newark Valley Central School District	11,689	12,060
441600	Newburgh Enlarged City School District	17,391	18,149
151001	Newcomb Central School District	44,732	44,320
400601	Newfane Central School District	11,753	11,787
610901	Newfield Central School District	12,561	12,782
400800	Niagara Falls City School District	12,531	12,691
400701	Niagara-Wheatfield Central School District	11,757	12,059
530301	Niskayuna Central School District	13,311	13,877

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
580103	North Babylon Union Free School District	16,445	16,899
280204	North Bellmore Union Free School District	17,474	17,416
142201	North Collins Central School District	14,856	15,290
010623	North Colonie Central School District	12,686	13,235
490801	North Greenbush Common School District	14,056	17,451
280229	North Merrick Union Free School District	19,673	19,801
500201	North Rockland Central School District	18,654	18,645
651501	North Rose-Wolcott Central School District	13,722	14,020
661301	North Salem Central School District	21,652	22,007
280501	North Shore Central School District	26,157	26,500
420303	North Syracuse Central School District	12,806	13,189
400900	North Tonawanda City School District	12,127	12,142
630202	North Warren Central School District	16,115	16,566
090501	Northeastern Clinton Central School District	13,307	13,658
090901	Northern Adirondack Central School District	14,361	14,780
580404	Northport-East Northport Union Free School District	19,424	19,576
170901	Northville Central School District	16,098	16,742
081200	Norwich City School District	11,080	11,315
512201	Norwood-Norfolk Central School District	12,793	13,121
500304	Nyack Union Free School District	20,238	20,548
181101	Oakfield-Alabama Central School District	12,989	13,727
280211	Oceanside Union Free School District	16,174	16,329
550101	Odessa-Montour Central School District	12,442	11,644
512300	Ogdensburg City School District	14,559	14,939
042400	Olean City School District	12,650	13,076
251400	Oneida City School District	12,898	13,312
471400	Oneonta City School District	13,844	14,182
421201	Onondaga Central School District	14,296	14,786
621201	Onteora Central School District	20,264	20,596
271201	Oppenheim-Ephratah-St. Johnsville Central School District	12,957	13,185
142301	Orchard Park Central School District	12,454	12,567
412901	Oriskany Central School District	12,727	13,279
661401	Ossining Union Free School District	20,347	21,185
461300	Oswego City School District	12,916	13,558
081401	Otselic Valley Central School District at Georgetown-South	15,575	16,062
600601	Owego-Apalachin Central School District	13,172	13,864
211701	Owen D. Young Central School District	13,199	13,599
081501	Oxford Academy and Central School District	13,445	13,670
280506	Oyster Bay-East Norwich Central School District	24,755	25,087
581002	Oysterponds Union Free School District	34,704	36,838
650901	Palmyra-Macedon Central School District	11,864	11,844
061601	Panama Central School District	13,146	13,050
512501	Parishville-Hopkinton Central School District	12,727	13,015
580224	Patchogue-Medford Union Free School District	15,053	15,532
181201	Pavilion Central School District	13,079	13,338
131201	Pawling Central School District	16,767	17,315

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
500308	Pearl River Union Free School District	16,958	17,457
661500	Peekskill City School District	18,507	19,292
661601	Pelham Union Free School District	17,291	17,441
181302	Pembroke Central School District	13,845	14,292
261201	Penfield Central School District	13,844	14,208
680601	Penn Yan Central School District	12,678	12,888
671201	Perry Central School District	13,121	13,883
091101	Peru Central School District	14,262	14,333
431301	Phelps-Clifton Springs Central School District	13,402	13,460
462001	Phoenix Central School District	13,005	13,230
440401	Pine Bush Central School District	13,169	13,392
131301	Pine Plains Central School District	16,657	16,980
060601	Pine Valley Central School District	16,216	18,916
043501	Pioneer Central School District	11,734	11,715
261401	Pittsford Central School District	14,642	15,137
280518	Plainedge Union Free School District	16,842	17,041
280504	Plainview-Old Bethpage Central School District	19,313	19,684
091200	Plattsburgh City School District	15,141	15,604
660809	Pleasantville Union Free School District	17,373	17,595
660802	Pocantico Hills Central School District	40,041	41,070
211103	Poland Central School District	13,003	13,082
051101	Port Byron Central School District	11,948	12,392
661904	Port Chester-Rye Union Free School District	15,776	16,661
580206	Port Jefferson Union Free School District	23,461	23,536
441800	Port Jervis City School District	13,492	13,564
280404	Port Washington Union Free School District	23,170	23,895
042901	Portville Central School District	11,870	12,327
512902	Potsdam Central School District	13,691	14,232
131500	Poughkeepsie City School District	15,030	15,993
572301	Prattsburgh Central School District	11,977	12,965
461801	Pulaski (Academy) Central School District	13,821	14,245
641401	Putnam Central School District	24,626	24,562
480503	Putnam Valley Central School District	18,456	18,487
630902	Queensbury Union Free School District	10,724	10,905
580903	Quogue Union Free School District	52,389	52,520
043001	Randolph Central School District	13,557	13,591
010402	Ravena-Coeymans-Selkirk Central School District	14,188	14,284
651503	Red Creek Central School District	12,738	12,958
131701	Red Hook Central School District	15,165	15,490
411701	Remsen Central School District	17,841	19,024
580901	Remsenburg-Speonk Union Free School District	39,468	40,932
491200	Rensselaer City School District	11,075	11,361
131801	Rhinebeck Central School District	18,339	18,618
472001	Richfield Springs Central School District	11,983	12,377
062401	Ripley Central School District	14,359	14,040
580602	Riverhead Central School District	18,922	20,107

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
261600	Rochester City School District	14,216	14,316
280221	Rockville Centre Union Free School District	20,561	21,044
580209	Rocky Point Union Free School District	15,108	15,495
411800	Rome City School District	13,978	14,583
560603	Romulus Central School District	16,985	17,119
620901	Rondout Valley Central School District	18,795	19,344
280208	Roosevelt Union Free School District	18,572	18,964
591301	Roscoe Central School District	19,043	19,803
280403	Roslyn Union Free School District	22,495	22,785
121502	Roxbury Central School District	18,704	19,551
401201	Royalton-Hartland Central School District	11,302	11,206
261701	Rush-Henrietta Central School District	14,077	14,589
661800	Rye City School District	21,910	22,644
661901	Rye Neck Union Free School District	19,532	19,848
580205	Sachem Central School District	14,661	15,181
221001	Sackets Harbor Central School District	11,392	11,892
580305	Sag Harbor Union Free School District	29,846	31,073
580910	Sagaponack Common School District	17,341	17,336
161801	Saint Regis Falls Central School District	16,415	17,247
043200	Salamanca City School District	3,033	3,150
641501	Salem Central School District	15,517	16,437
161201	Salmon River Central School District	15,545	16,080
461901	Sandy Creek Central School District	14,667	15,304
091402	Saranac Central School District	13,417	13,923
161401	Saranac Lake Central School District	16,032	16,404
521800	Saratoga Springs City School District	12,297	12,472
621601	Saugerties Central School District	13,981	14,479
411603	Sauquoit Valley Central School District	13,672	14,129
580504	Sayville Union Free School District	17,737	18,007
662001	Scarsdale Union Free School District	24,450	24,704
530501	Schalmont Central School District	14,840	14,896
530600	Schenectady City School District	13,614	14,302
470901	Schenevus Central School District	14,074	14,505
491501	Schodack Central School District	14,120	14,750
541201	Schoharie Central School District	13,782	13,931
151401	Schroon Lake Central School District	19,487	20,697
521701	Schuylerville Central School District	12,585	12,786
022401	Scio Central School District	12,278	12,218
530202	Scotia-Glenville Central School District	13,312	13,540
280206	Seaford Union Free School District	17,477	17,804
560701	Seneca Falls Central School District	12,356	12,802
280252	Sewanhaka Central High School District	14,080	14,545
541401	Sharon Springs Central School District	15,959	16,703
580701	Shelter Island Union Free School District	28,919	29,390
520302	Shenendehowa Central School District	12,939	13,387
082001	Sherburne-Earlville Central School District	12,222	12,490

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
062601	Sherman Central School District	11,996	12,554
580601	Shoreham-Wading River Central School District	17,650	18,075
121601	Sidney Central School District	12,790	12,367
061501	Silver Creek Central School District	14,073	14,689
421601	Skaneateles Central School District	13,301	13,635
580801	Smithtown Central School District	15,736	16,162
651201	Sodus Central School District	13,394	13,390
420702	Solvay Union Free School District	12,918	13,196
662101	Somers Central School District	18,748	19,134
010601	South Colonie Central School District	13,910	14,280
580235	South Country Central School District	18,366	18,715
521401	South Glens Falls Central School District	11,859	12,249
580413	South Huntington Union Free School District	18,010	18,705
220101	South Jefferson Central School District	10,964	11,296
121702	South Kortright Central School District	14,206	14,111
231101	South Lewis Central School District	14,633	14,885
500301	South Orangetown Central School District	17,210	17,609
560501	South Seneca Central School District	14,868	15,265
580906	Southampton Union Free School District	26,279	26,429
050701	Southern Cayuga Central School District	14,585	15,112
581005	Southold Union Free School District	19,364	19,972
060201	Southwestern Central School District	12,877	13,463
131602	Spackenkill Union Free School District	18,189	18,647
261001	Spencerport Central School District	12,606	12,882
600801	Spencer-Van Etten Central School District	13,081	13,450
580304	Springs Union Free School District	25,129	25,307
141101	Springville-Griffith Institute Central School District	13,047	13,373
121701	Stamford Central School District	14,302	14,495
401001	Starpoint Central School District	11,634	12,030
522001	Stillwater Central School District	10,345	10,709
251501	Stockbridge Valley Central School District	11,757	11,879
500401	Suffern Central School District	18,153	18,349
591502	Sullivan West Central School District	16,608	16,052
030601	Susquehanna Valley Central School District	14,327	14,849
140207	Sweet Home Central School District	14,066	14,494
280502	Syosset Central School District	21,661	22,190
421800	Syracuse City School District	13,769	14,128
100501	Taconic Hills Central School District	14,790	16,791
660401	Tarrytown Union Free School District	18,601	18,993
220701	Thousand Islands Central School District	12,862	12,947
580201	Three Village Central School District	18,149	18,646
151501	Ticonderoga Central School District	15,780	16,159
600903	Tioga Central School District	11,480	12,137
142500	Tonawanda City School District	11,565	11,825
211901	Town of Webb Union Free School District	20,932	22,219
591201	Tri-Valley Central School District	21,070	21,869

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
491700	Troy City School District	17,237	17,346
611001	Trumansburg Central School District	12,654	13,146
580913	Tuckahoe Common School District	33,354	33,661
660302	Tuckahoe Union Free School District	22,676	23,628
421902	Tully Central School District	11,291	11,413
160101	Tupper Lake Central School District	13,458	13,700
441903	Tuxedo Union Free School District	16,501	16,975
081003	Unadilla Valley Central School District	13,646	14,463
471601	Unatego Central School District	12,300	12,799
051901	Union Springs Central School District	12,862	13,169
280202	Uniondale Union Free School District	23,045	23,868
031501	Union-Endicott Central School District	12,895	13,137
412300	Utica City School District	11,330	11,883
660805	Valhalla Union Free School District	22,099	22,037
441301	Valley Central School District	13,423	13,787
280213	Valley Stream 13 Union Free School District	17,017	17,344
280224	Valley Stream 24 Union Free School District	21,383	22,627
280230	Valley Stream 30 Union Free School District	19,145	19,798
280251	Valley Stream Central High School District	15,994	16,576
412000	Vernon-Verona-Sherrill Central School District	11,670	12,131
031601	Vestal Central School District	13,813	14,194
431701	Victor Central School District	12,104	12,403
011003	Voorheesville Central School District	14,424	14,509
580302	Wainscott Common School District	22,136	0
621801	Wallkill Central School District	13,070	13,334
121901	Walton Central School District	11,866	12,128
280223	Wantagh Union Free School District	15,083	15,279
132101	Wappingers Central School District	13,158	13,591
631201	Warrensburg Central School District	16,228	16,695
671501	Warsaw Central School District	13,598	14,491
442101	Warwick Valley Central School District	13,597	13,908
440102	Washingtonville Central School District	14,755	15,848
522101	Waterford-Halfmoon Union Free School District	16,947	18,969
561006	Waterloo Central School District	12,382	13,189
222000	Watertown City School District	10,913	10,914
411902	Waterville Central School District	12,549	13,217
011200	Watervliet City School District	10,996	11,508
550301	Watkins Glen Central School District	12,137	12,578
600101	Waverly Central School District	10,937	11,454
573002	Wayland-Cohocton Central School District	12,129	12,382
650801	Wayne Central School District	11,390	11,428
261901	Webster Central School District	13,021	13,401
131101	Webutuck Central School District	15,895	16,337
050301	Weedsport Central School District	13,608	13,226
200901	Wells Central School District	23,489	23,806
022601	Wellsville Central School District	13,875	14,423

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
580102	West Babylon Union Free School District	17,135	17,570
210302	West Canada Valley Central School District	13,619	13,916
420101	West Genesee Central School District	12,154	12,652
280227	West Hempstead Union Free School District	17,555	18,215
260803	West Irondequoit Central School District	12,525	13,017
580509	West Islip Union Free School District	15,574	16,035
142801	West Seneca Central School District	11,833	12,157
040204	West Valley Central School District	15,036	15,168
280401	Westbury Union Free School District	21,737	22,378
062901	Westfield Academy and Central School District	13,207	13,050
580902	Westhampton Beach Union Free School District	19,785	20,058
420701	Westhill Central School District	12,369	12,980
412801	Westmoreland Central School District	11,794	12,137
262001	Wheatland-Chili Central School District	17,964	18,604
170301	Wheelerville Union Free School District	17,539	17,400
662200	White Plains City School District	21,439	22,183
641701	Whitehall Central School District	13,828	14,031
412902	Whitesboro Central School District	12,061	12,500
022101	Whitesville Central School District	10,887	11,569
031401	Whitney Point Central School District	14,046	15,007
580232	William Floyd Union Free School District	15,970	16,396
651402	Williamson Central School District	14,085	14,433
140203	Williamsville Central School District	12,495	12,701
151701	Willsboro Central School District	17,446	17,666
401501	Wilson Central School District	12,224	12,487
191401	Windham-Ashland-Jewett Central School District	20,584	21,016
031701	Windsor Central School District	12,664	13,211
472506	Worcester Central School District	13,923	13,958
580109	Wyandanch Union Free School District	19,101	19,368
490804	Wynantskill Union Free School District	14,321	14,616
671002	Wyoming Central School District	17,831	20,994
662300	Yonkers City School District	17,068	17,635
241701	York Central School District	15,187	16,862
662402	Yorktown Central School District	17,678	18,023



**2023 New School Proposal
Budget(s) & Cash Flow(s) Template**

Finger Lakes Classical Academy Charter School

Contact Name:	Maureen Kinney Agnotti
Contact Title:	Founder
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]
First Academic Year:	2025-26
Pre-Opening Period:	July 1, 2024 - June 30, 2025

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL
2025-26 through 2029-30

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2025-26	2026-27	2027-28	2028-29	2029-30	AGE RANGE
Kindergarten	Elementary School	18	20	20	22	22	4-5
1st Grade	Elementary School	16	18	18	20	20	5-6
2nd Grade	Elementary School	16	18	18	20	20	6-7
3rd Grade	Elementary School	14	16	18	18	20	7-8
4th Grade	Elementary School	14	16	18	18	20	8-9
5th Grade	Elementary School		16	18	18	18	9-10
6th Grade	Middle School			16	18	18	10-11
7th Grade	Middle School				16	18	11-12
8th Grade	Middle School					16	12-13
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		78	104	126	150	172	

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2025-26	2026-27	2027-28	2028-29	2029-30
Kindergarten	Elementary School	1	1	1	1	1
1st Grade	Elementary School	1	1	1	1	1
2nd Grade	Elementary School	1	1	1	1	1
3rd Grade	Elementary School	1	1	1	1	1
4th Grade	Elementary School	1	1	1	1	1
5th Grade	Elementary School		1	1	1	1
6th Grade	Middle School			1	1	1
7th Grade	Middle School				1	1
8th Grade	Middle School					1
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		5	6	7	8	9

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2025-26	2026-27	2027-28	2028-29	2029-30
Kindergarten	Elementary School	18	20	20	22	22
1st Grade	Elementary School	16	18	18	20	20
2nd Grade	Elementary School	16	18	18	20	20
3rd Grade	Elementary School	14	16	18	18	20
4th Grade	Elementary School	14	16	18	18	20
5th Grade	Elementary School	0	16	18	18	18
6th Grade	Middle School	0	0	16	18	18
7th Grade	Middle School	0	0	0	16	18
8th Grade	Middle School	0	0	0	0	16
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION						
Total Elementary Enrollment		78	104	110	116	120
Total Middle School Enrollment		-	-	16	34	52
Total High School Enrollment		-	-	-	-	-
Total Ungraded Enrollment		-	-	-	-	-
Total Enrollment		78	104	126	150	172
Change in Net Enrollment from Prior Year (Count)		78	26	22	24	22
Change in Net Enrollment from Prior Year (Percent)		100.0%	33.3%	21.2%	19.0%	14.7%
Anticipated rate of attrition (Percent)		0.0%	5.0%	5.0%	5.0%	5.0%

ADDITIONAL NOTES/COMMENTS						

ESTIMATED ENROLLMENT BY DISTRICT						
ANNUAL ENROLLMENT BY DISTRICT TOTALS		78	104	126	150	172
Enrollment by Grade vs Enrollment by District (should = 0)		-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: --> **13**

PRIMARY SENDING SCHOOL DISTRICT	Auburn Enlarged City School District	2025-26	2026-27	2027-28	2028-29	2029-30
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		104,404,172	\$ 104,404,172	\$ 104,404,172	\$ 104,404,172	\$ 104,404,172
ENROLLMENT (Charter School)		22	32	40	48	56
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	School District's Budget Newsletter: chrome-extension://efaidnbmninnibpcjpcglclefindmkaj/https://www.aecsd.education/tfiles/folder1450/Budget%20Expenditures%20%20%26%20Budget%20Statement.pdf					

SECONDARY SENDING SCHOOL DISTRICT	Port Byron Central School District	2025-26	2026-27	2027-28	2028-29	2029-30
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ 24,867,816	\$ 24,867,816	\$ 24,867,816	\$ 24,867,816	\$ 24,867,816
ENROLLMENT (<i>Charter School</i>)		16	18	22	28	34
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	School District's Budget Newsletter: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.pbcschools.org/site/handlers/filedownload.ashx?moduleinstanceid=417&dataid=1600&FileName=PortByron_Budget_Newsletter_2024-25-9.pdf					

PRIMARY/OTHER	DISTRICT NAME(S)	2025-26	2026-27	2027-28	2028-29	2029-30
Other District 3	Clyde-Savannah Central School District	8	10	12	14	16
Other District 4	Jordan-Elbridge Central School District	5	8	10	12	14
Other District 5	Seneca Falls Central School District	5	6	8	10	10
Other District 6	Cato-Meridian Central School District	4	6	8	10	10
Other District 7	Weedsport Central School District	4	6	8	8	8
Other District 8	Southern Cayuga Central School District	3	4	4	5	6
Other District 9	Union Springs Central School District	3	4	4	5	6
Other District 10	Moravia Central School District	3	4	4	4	5
Other District 11	Skaneateles Central School District	2	3	3	3	3
Other District 12	Marcellus Central School District	2	2	2	2	2
Other District 13	West Genesee Central School District	1	1	1	1	2

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
	Grades	K-4	K-5	K-6	K-7	K-8
	Enrollment	78	104	126	150	172

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	1.0	1.0	1.0	1.0	1.0
Deans, Directors & Coordinators	1.0	1.0	1.0	1.0	1.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	1.0	1.0	1.0	1.0	1.0
TOTAL ADMINISTRATIVE STAFF	5.0	5.0	5.0	5.0	5.0

Description of Assumptions
School Leader
Curriculum Leader
Special Education and Achievement Coordinator (SEAC)
Business Manager / Grant Writer
Administrative Assistant, Office / Enrollment 0.5 FTE Year 1-2, 1 FTE after

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	5.0	6.0	7.0	8.0	9.0
Teachers - SPED	0.5	0.5	1.0	1.0	1.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	1.0	1.0	2.0	2.0	2.0
Specialty Teachers	1.5	1.5	3.0	3.0	3.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	8.0	9.0	13.0	14.0	15.0

Classroom Teachers (1 per grade)
0.5 FTE Yr 1-2, 1 FTE Yr 3, 4 & 5
contracted as needed
1 FTE Yr 1-2, 2 FTE Yr 3, 4 & 5
0.5 FTE each for Art & Music, PE, Language first 2 years , FTE after
contracted as needed

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.5	0.5	0.5	0.5	0.5
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	1.0	1.0	1.0	1.0	1.0
Security	0.0	0.0	0.0	0.0	0.0
Other	1.0	1.0	1.0	2.0	2.0
TOTAL NON-INSTRUCTIONAL	2.5	2.5	2.5	3.5	3.5

Nurse four hrs/day during school days
Custodian / Maintenance
Food Service (Hourly)

TOTAL PERSONNEL SERVICE FTE	15.5	16.5	20.5	22.5	23.5
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STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
	Grades	K-4	K-5	K-6	K-7	K-8
	Enrollment	78.00	104.00	126.00	150.00	172.00

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL

ADMINISTRATIVE PERSONNEL WAGES	Salary/Incr %	0.00%	2.00%	2.00%	2.00%	2.00%
Executive Management	\$ 90,000	\$ 90,000	\$ 91,800	\$ 93,636	\$ 95,509	\$ 97,419
Instructional Management	\$ 60,000	\$ 60,000	\$ 61,200	\$ 62,424	\$ 63,672	\$ 64,946
Deans, Directors & Coordinators	\$ 65,000	\$ 65,000	\$ 66,300	\$ 67,626	\$ 68,979	\$ 70,358
CFO / Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operation / Business Manager	\$ 75,000	\$ 75,000	\$ 76,500	\$ 78,030	\$ 79,591	\$ 81,182
Administrative Staff	\$ 40,000	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
TOTAL ADMINISTRATIVE STAFF		\$ 330,000	\$ 336,600	\$ 343,332	\$ 350,199	\$ 357,203

School Leader
Curriculum Leader
Special Education and Achievement Coordinator (SEAC)
Business Manager / Grant Writer
Administrative Assistant, Office / Enrollment 0.5 FTE Year 1-2, 1 FTE after

INSTRUCTIONAL PERSONNEL WAGES

Teachers - Regular	\$ 50,000	\$ 250,000	\$ 305,000	\$ 361,100	\$ 418,322	\$ 476,688
Teachers - SPED	\$ 60,000	\$ 30,000	\$ 30,600	\$ 61,212	\$ 62,436	\$ 63,685
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ 33,280	\$ 33,280	\$ 33,946	\$ 67,905	\$ 69,263	\$ 70,648
Specialty Teachers	\$ 48,000	\$ 72,000	\$ 73,440	\$ 146,909	\$ 149,847	\$ 152,844
Aides	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Therapists & Counselors	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL INSTRUCTIONAL		\$ 385,280	\$ 442,986	\$ 637,125	\$ 699,868	\$ 763,865

Classroom Teachers (1 per grade)
0.5 FTE Yr 1-2, 1 FTE Yr 3, 4 & 5
contracted as needed
1 FTE Yr 1-2, 2 FTE Yr 3, 4 & 5
0.5 FTE each for Art & Music, PE, Language first 2 years , FTE after
contracted as needed

NON-INSTRUCTIONAL PERSONNEL WAGES

Nurse	\$ 43,680	\$ 21,840	\$ 22,277	\$ 22,722	\$ 23,177	\$ 23,640
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ 35,360	\$ 35,360	\$ 36,067	\$ 36,789	\$ 37,524	\$ 38,275
Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 21,840	\$ 21,840	\$ 22,277	\$ 22,722	\$ 45,017	\$ 45,917
TOTAL NON-INSTRUCTIONAL		\$ 79,040	\$ 80,621	\$ 82,233	\$ 105,718	\$ 107,832

Nurse four hrs/day during school days (\$30/hr for 4 hrs for 180 days)
Custodian / Maintenance (\$17/hr year round)
Food Service (Hourly) (\$15/hr for 8 hrs for 182 days)

TOTAL PERSONNEL SERVICE WAGES		\$ 794,320	\$ 860,206	\$ 1,062,691	\$ 1,155,784	\$ 1,228,900
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FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD July 1, 2024 - June 30, 2025		
*NOTE: Please enter financial data on "6) Pre-OP Cash Flow 1-Year." The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.		
DESCRIPTION OF ASSUMPTIONS		
Total Revenue	355,000	
Total Expenses	354,993	
Net Income	7	
	START-UP PERIOD	
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
TOTAL REVENUE FROM STATE SOURCES	-	
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation	355,000	Anticipate \$ 1 M CSP Grant, will use \$355 K in Pre-Open, \$325
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	355,000	
LOCAL and OTHER REVENUE		
Contributions and Donations	-	
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	
TOTAL REVENUE	355,000	
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
	FTE No. of Positions	
Executive Management	1.00	40,500 Starting in October, 60% of Salary until Yr 1
Instructional Management	1.00	15,000 Starting in April
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	1.00	33,750 Starting in October, 60% of Salary until Yr 1
Administrative Staff	1.00	19,998 Starting in January
TOTAL ADMINISTRATIVE STAFF	4.00	109,248
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	1.00	8,841
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	1.00	8,841
SUBTOTAL PERSONNEL SERVICE COSTS	5.00	118,089
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		11,451
Fringe / Employee Benefits		-
Retirement / Pension		-
TOTAL PAYROLL TAXES AND BENEFITS		11,451
TOTAL PERSONNEL SERVICE COSTS	5.00	129,540
CONTRACTED SERVICES		
Accounting / Audit		500
Legal		2,500
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		1,245
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		-
TOTAL CONTRACTED SERVICES		4,245
SCHOOL OPERATIONS		
Board Expenses		-
Classroom / Teaching Supplies & Materials		-
Special Ed Supplies & Materials		-
Textbooks / Workbooks		15,000
Supplies & Materials other		15,000
Equipment / Furniture		45,000
Telephone		3,000
Technology		33,000
Student Testing & Assessment		-
Field Trips		-
Transportation (student)		-
Student Services - other		-
Office Expense		8,000
Staff Development		1,000

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD July 1, 2024 - June 30, 2025		
*NOTE: Please enter financial data on "6) Pre-OP Cash Flow 1-Year." The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.		
DESCRIPTION OF ASSUMPTIONS		
Total Revenue	355,000	
Total Expenses	354,993	
Net Income	7	
	START-UP PERIOD	
Staff Recruitment	5,500	
Student Recruitment / Marketing	12,500	
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	3,000	
TOTAL SCHOOL OPERATIONS	141,000	
FACILITY OPERATION & MAINTENANCE		
Insurance	975	
Janitorial	1,680	
Building and Land Rent / Lease / Facility Finance Interest	66,153	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	7,500	
Utilities	3,900	
TOTAL FACILITY OPERATION & MAINTENANCE	80,208	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	
TOTAL EXPENSES	354,993	
NET INCOME	7	

PRE-OPENING CASH FLOW 1-YEAR		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue		-	-	-	150,000	-	-	150,000	-	-	55,000	-	-	355,000
Total Expenses		-	-	-	31,162	9,687	10,187	71,411	20,096	20,496	64,018	82,468	45,468	354,993
Net Income		-	-	-	118,838	(9,687)	(10,187)	78,589	(20,096)	(20,496)	(9,018)	(82,468)	(45,468)	7
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	118,838	109,151	98,964	177,553	157,457	136,961	127,943	45,475	-
Net Income		-	-	-	118,838	109,151	98,964	177,553	157,457	136,961	127,943	45,475	7	7
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE														
REVENUES FROM STATE SOURCES														
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING														
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	-	150,000	-	-	150,000	-	-	55,000	-	-	355,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	150,000	-	-	150,000	-	-	55,000	-	-	355,000
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE		-	-	-	150,000	-	-	150,000	-	-	55,000	-	-	355,000
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS														
		FTE No. of Positions												
Executive Management		1.00	-	-	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	40,500
Instructional Management		1.00	-	-	-	-	-	-	-	-	5,000	5,000	5,000	15,000
Deans, Directors & Coordinators		-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance		-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager		1.00	-	-	-	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	33,750
Administrative Staff		1.00	-	-	-	-	-	3,333	3,333	3,333	3,333	3,333	3,333	19,998
TOTAL ADMINISTRATIVE STAFF		4.00	-	-	-	8,250	8,250	8,250	11,583	11,583	16,583	16,583	16,583	109,248
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular		-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED		-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers		-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants		-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers		-	-	-	-	-	-	-	-	-	-	-	-	-
Aides		-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue		-	-	-	150,000	-	-	150,000	-	-	55,000	-	-	355,000
Total Expenses		-	-	-	31,162	9,687	10,187	71,411	20,096	20,496	64,018	82,468	45,468	354,993
Net Income		-	-	-	118,838	(9,687)	(10,187)	78,589	(20,096)	(20,496)	(9,018)	(82,468)	(45,468)	7
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	118,838	109,151	98,964	177,553	157,457	136,961	127,943	45,475	-
Net Income		-	-	-	118,838	109,151	98,964	177,553	157,457	136,961	127,943	45,475	7	7
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	1.00	-	-	-	-	-	-	-	-	-	2,947	2,947	2,947	8,841
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	-	-	-	-	-	-	-	-	-	2,947	2,947	2,947	8,841
SUBTOTAL PERSONNEL SERVICE COSTS	5.00	-	-	-	8,250	8,250	8,250	11,583	11,583	11,583	19,530	19,530	19,530	118,089
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	-	-	-	804	804	804	1,128	1,128	1,128	1,885	1,885	1,885	1,885	11,451
Fringe / Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	804	804	804	1,128	1,128	1,128	1,885	1,885	1,885	1,885	11,451
TOTAL PERSONNEL SERVICE COSTS	5.00	-	-	-	9,054	9,054	9,054	12,711	12,711	12,711	21,415	21,415	21,415	129,540
CONTRACTED SERVICES														
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	500	500
Legal	-	-	-	-	-	-	-	-	-	-	500	1,000	1,000	2,500
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	133	133	133	137	137	137	145	145	145	145	1,245
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	133	133	133	137	137	137	645	1,145	1,645	1,645	4,245
SCHOOL OPERATIONS														
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	10,000	5,000	15,000	15,000
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	10,000	5,000	15,000	15,000
Equipment / Furniture	-	-	-	5,000	-	-	-	-	-	25,000	10,000	5,000	45,000	45,000
Telephone	-	-	-	-	-	-	3,000	-	-	-	-	-	3,000	3,000
Technology	-	-	-	15,000	-	-	3,000	-	-	5,000	10,000	-	33,000	33,000
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	1,000	500	500	1,000	750	750	1,500	1,000	1,000	8,000	8,000

PRE-OPENING CASH FLOW 1-YEAR	FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL												
*NOTE: <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue	-	-	-	150,000	-	-	150,000	-	-	55,000	-	-	355,000
Total Expenses	-	-	-	31,162	9,687	10,187	71,411	20,096	20,496	64,018	82,468	45,468	354,993
Net Income	-	-	-	118,838	(9,687)	(10,187)	78,589	(20,096)	(20,496)	(9,018)	(82,468)	(45,468)	7
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	118,838	109,151	98,964	177,553	157,457	136,961	127,943	45,475	-
Net Income	-	-	-	118,838	109,151	98,964	177,553	157,457	136,961	127,943	45,475	7	7
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Staff Development	-	-	-	-	-	-	-	-	-	-	1,000	-	1,000
Staff Recruitment	-	-	-	-	-	500	-	500	-	1,500	2,500	500	5,500
Student Recruitment / Marketing	-	-	-	-	-	-	-	1,500	2,500	3,500	3,500	1,500	12,500
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	1,500	750	750	3,000
TOTAL SCHOOL OPERATIONS	-	-	-	21,000	500	1,000	7,000	2,750	3,250	38,000	48,750	18,750	141,000
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	975	-	-	-	-	-	-	-	-	975
Janitorial	-	-	-	-	-	-	1,200	240	240	-	-	-	1,680
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	49,613	3,308	3,308	3,308	3,308	3,308	66,153
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	7,500	-	7,500
Utilities	-	-	-	-	-	-	750	950	850	650	350	350	3,900
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	975	-	-	51,563	4,498	4,398	3,958	11,158	3,658	80,208
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	31,162	9,687	10,187	71,411	20,096	20,496	64,018	82,468	45,468	354,993
NET INCOME	-	-	-	118,838	(9,687)	(10,187)	78,589	(20,096)	(20,496)	(9,018)	(82,468)	(45,468)	7
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	-	-	-	118,838	(9,687)	(10,187)	78,589	(20,096)	(20,496)	(9,018)	(82,468)	(45,468)	7
Beginning Cash Balance	-	-	-	-	118,838	109,151	98,964	177,553	157,457	136,961	127,943	45,475	-

PRE-OPENING CASH FLOW 1-YEAR		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue	-	-	-	150,000	-	-	150,000	-	-	55,000	-	-	-	355,000
Total Expenses	-	-	-	31,162	9,687	10,187	71,411	20,096	20,496	64,018	82,468	45,468	354,993	
Net Income	-	-	-	118,838	(9,687)	(10,187)	78,589	(20,096)	(20,496)	(9,018)	(82,468)	(45,468)	7	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	-	-	-	-	118,838	109,151	98,964	177,553	157,457	136,961	127,943	45,475	-	
Net Income	-	-	-	118,838	109,151	98,964	177,553	157,457	136,961	127,943	45,475	7	7	
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
ENDING CASH BALANCE	-	-	-	118,838	109,151	98,964	177,553	157,457	136,961	127,943	45,475	7	7	

YEAR 1 BUDGET AND ASSUMPTION		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS	
		PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.	
		JULY 1, 2025 - JUNE 30, 2026							
Total Revenue		1,388,625	72,000	17,717	-	-	1,478,342		
Total Expenses		699,054	135,754	133,705	-	413,185	1,381,698		
Net Income		689,571	(63,754)	(115,988)	-	(413,185)	96,644		
Budgeted Student Enrollment		78	-				78		
		PROGRAM SERVICES			SUPPORT SERVICES				
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue		Basic Tuition (2023-24)							
PRIMARY School District:		Auburn Enlarged City School District	12,014	267,480			267,480		
Other District 1:		Port Byron Central School District	12,392	200,651			200,651		
Other District 2:		Clyde-Savannah Central School District	17,096	138,409			138,409		
Other District 3:		Jordan-Elbridge Central School District	14,484	73,289			73,289		
Other District 4:		Seneca Falls Central School District	12,802	64,778			64,778		
Other District 5:		Cato-Meridian Central School District	12,490	50,560			50,560		
Other District 6:		Weedsport Central School District	13,226	53,539			53,539		
Other District 7:		Southern Cayuga Central School District	15,112	45,880			45,880		
Other District 8:		Union Springs Central School District	13,169	39,981			39,981		
Other District 9:		Moravia Central School District	12,255	37,206			37,206		
Other District 10:		Skaneateles Central School District	13,635	27,597			27,597		
Other District 11:		Marcellus Central School District	12,176	24,644			24,644		
Other District 12:		West Genesee Central School District	12,652	12,804			12,804		
Other District 13:			-	-			-		
Other District 14:			-	-			-		
Other School Districts' Revenue:		(Weighted Avg.)	-	-			-		
TOTAL Per Pupil Revenue		(Weighted Avg.)	13,135	1,036,818			1,036,818		
Special Education Revenue				64,000			64,000	Using 10 % - 8 students at \$8,000/per student 20-60% special ed time, the districts have	
NYC DoE Rental Assistance			-	-	-	-	-		
Grants									
Stimulus			-	-	-	-	-		
DYCD (Department of Youth and Community Development)			-	-	-	-	-		
Other			-	-	-	-	-		
Other			-	-	-	-	-		
TOTAL REVENUE FROM STATE SOURCES			1,036,818	64,000	-	-	1,100,818		
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs			-	8,000	-		8,000	\$1000 per Student - 10% Spec Ed w/ greater than 60% Spec Ed time	
Title I			-	-	-		-	Using 40% FRPL - at \$500/student, total 13 districts avg 38%, top 4 districts we are servicing avg 51%, top 10 districts is 48%, our target market is Economically Disadvantaged	
Title Funding - Other			7,020	-	-		7,020	Title IIA - Professional Development - \$50/student Title IVA \$ 40/student	
School Food Service (Free Lunch)			-	-	17,717		17,717	Lunch at rate of \$3.12 per FRPL Students for 182 days	
Grants									
Charter School Program (CSP) Planning & Implementation			325,000	-	-	-	325,000	Anticipate \$ 1 M CSP Grant, will use \$355 K in Pre-Open, \$325 K in Open	
Other			-	-	-	-	-		
Other			-	-	-	-	-		
TOTAL REVENUE FROM FEDERAL SOURCES			332,020	8,000	17,717	-	357,737		
LOCAL and OTHER REVENUE									
Contributions and Donations			-	-	-	-	-		
Fundraising			-	-	-	-	-		
Erate Reimbursement			11,700	-	-	-	11,700	\$ 150 per new student	
Earnings on Investments			-	-	-	-	-		
Interest Income			-	-	-	-	-		
Food Service (Income from meals)			-	-	-	-	-		
Text Book			8,087	-	-	-	8,087	Support from Home districts for Textbooks (\$58.25/student)	
OTHER			-	-	-	-	-		
TOTAL REVENUE FROM LOCAL AND OTHER SOURCES			19,787	-	-	-	19,787		
TOTAL REVENUE			1,388,625	72,000	17,717	-	1,478,342		
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS		FTE No. of Positions							
Executive Management		1.00	-	-	-	90,000	90,000	School Leader	
Instructional Management		1.00	60,000	-	-	-	60,000	Curriculum Leader	
Deans, Directors & Coordinators		1.00	-	65,000	-	-	65,000	Special Education and Achievement Coordinator (SEAC)	
CFO / Director of Finance		-	-	-	-	-	-		
Operation / Business Manager		1.00	-	-	-	75,000	75,000	Business Manager / Grant Writer	
Administrative Staff		1.00	-	-	-	40,000	40,000	Administrative Assistant, Office / Enrollment 0.5 FTE Year 1-2, 1 FTE after	
TOTAL ADMINISTRATIVE STAFF		5.00	60,000	65,000	-	205,000	330,000		
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular		5.00	250,000	-	-	-	250,000	Classroom Teachers (1 per grade)	
Teachers - SPED		0.50	-	30,000	-	-	30,000	0.5 FTE Yr 1-2, 1 FTE Yr 3, 4 & 5	
Substitute Teachers		-	-	-	-	-	-	contracted as needed (see below)	
Teaching Assistants		1.00	33,280	-	-	-	33,280	1 FTE Yr 1-2, 2 FTE Yr 3, 4 & 5	
Specialty Teachers		1.50	72,000	-	-	-	72,000	0.5 FTE each for Art & Music, PE, Language first 2 years , FTE after	
Aides		-	-	-	-	-	-		
Therapists & Counselors		-	-	-	-	-	-	contracted as needed (see below)	

YEAR 1 BUDGET AND ASSUMPTION		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS	
		PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE							
		JULY 1, 2025 - JUNE 30, 2026						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.	
Total Revenue		1,388,625	72,000	17,717	-	-	1,478,342		
Total Expenses		699,054	135,754	133,705	-	413,185	1,381,698		
Net Income		689,571	(63,754)	(115,988)	-	(413,185)	96,644		
Budgeted Student Enrollment		78	-	-	-	-	78		
		PROGRAM SERVICES			SUPPORT SERVICES				
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
Other	-	-	-	-	-	-	-		
TOTAL INSTRUCTIONAL	8.00	355,280	30,000	-	-	-	385,280		
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	0.50	-	-	21,840	-	-	21,840	Nurse four hrs/day during school days (\$30/hr for 4 hrs for 182 days)	
Librarian	-	-	-	-	-	-	-		
Custodian	1.00	-	-	35,360	-	-	35,360	Custodian / Maintenance (\$17/hr year round)	
Security	-	-	-	-	-	-	-		
Other	1.00	-	-	21,840	-	-	21,840	Food Service (Hourly) (\$15/hr for 8 hrs for 182 days)	
TOTAL NON-INSTRUCTIONAL	2.50	-	-	79,040	-	-	79,040		
SUBTOTAL PERSONNEL SERVICE COSTS	15.50	415,280.00	95,000	79,040	-	205,000	794,320		
PAYROLL TAXES AND BENEFITS									
Payroll Taxes		39,702	9,058	8,097	-	21,393	78,250	7.65% Fica/Medicare + FUTA (35/mo/employee) + WC(\$1/100) plus \$ 250 fee (put under Mgmt)	
Fringe / Employee Benefits		68,656	13,000	11,440	-	41,000	134,096	20% Salary FTE (only) Health, Dental, Life, Disability	
Retirement / Pension		-	-	-	-	-	-		
TOTAL PAYROLL TAXES AND BENEFITS		108,358	22,058	19,537	-	62,393	212,346		
TOTAL PERSONNEL SERVICE COSTS	15.50	523,638	117,058	98,577	-	267,393	1,006,666		
CONTRACTED SERVICES									
Accounting / Audit		-	-	-	-	15,000	15,000	Yearly Audit, training of Charter Staff on bookkeeping	
Legal		-	-	-	-	12,000	12,000	Retainer (\$1K / mo)	
Management Company Fee		-	-	-	-	-	-		
Nurse Services		-	-	-	-	-	-		
Food Service / School Lunch		-	-	-	-	-	-		
Payroll Services		480	96	128	-	1,692	2,396	Paylocity Quote \$4/mo/emp + 125 base/mo	
Special Ed Services		-	5,000	-	-	-	5,000	Anticipated Assistance	
Titlment Services (i.e. Title I)		-	-	-	-	5,000	5,000	Assistance with Grants	
Other Purchased / Professional / Consulting		8,190	-	5,000	-	-	13,190	\$90 per diem substitute for 91 days (10% requirement - 5 classes 182 schedule), Plus budget \$5 K/yr for Therapist/Counselors	
TOTAL CONTRACTED SERVICES		8,670	5,096	5,128	-	33,692	52,586		
SCHOOL OPERATIONS									
Board Expenses		-	-	-	-	-	-		
Classroom / Teaching Supplies & Materials		29,250	-	-	-	-	29,250	\$375 / student first year, \$275/student Yr 2-5	
Special Ed Supplies & Materials		-	5,000	-	-	-	5,000		
Textbooks / Workbooks		21,450	3,500	-	-	-	24,950	\$275 / student, higher for special ed	
Supplies & Materials other		15,600	2,100	-	-	-	17,700	\$200 / student, higher for special ed	
Equipment / Furniture		15,000	-	-	-	-	15,000	Furnishing accounted for in Pre-Open, Art, Music, PE, AV Equipment included here	
Telephone		-	-	-	-	6,000	6,000	listed under Mgmt, but for all aspects, Phone, Internet systems based on other school budgets	
Technology		20,000	-	-	-	-	20,000	\$33 K budgeted in Pre-Open, slowly expand tech for higher grades each year	
Student Testing & Assessment		4,746	1,000	-	-	-	5,746	based on Aimsweb All Inclusive Pricing, Special Ed package higher, and Acadience Reading Assessment (flat 129 plus 1.5/student)	
Field Trips		7,800	-	-	-	-	7,800	Baesd on 4 Field Trips / year @ \$25/student	
Transportation (student)		-	-	-	-	-	-		
Student Services - other		11,700	-	-	-	-	11,700	Uniforms - \$150/student	
Office Expense		-	-	-	-	8,000	8,000	Printing, Postage, Toner, Copier Lease	
Staff Development		5,500	1,000	-	-	1,000	7,500	\$1K per Teacher, \$500 TA, \$1K Mgmt	
Staff Recruitment		-	-	-	-	8,000	8,000	5% Agency Fee plus online advertising	
Student Recruitment / Marketing		-	-	-	-	19,000	19,000	large advertising budget to ensure enrollment numbers	
School Meals / Lunch		-	-	30,000	-	-	30,000	Estimated Cost of Providing Meals (including non-FRPL non-payment losses)	
Travel (Staff)		5,500	1,000	-	-	1,500	8,000	To support staff education only	
Fundraising		-	-	-	-	-	-		
Other		-	-	-	-	-	-		
TOTAL SCHOOL OPERATIONS		136,546	13,600	30,000	-	43,500	223,646		
FACILITY OPERATION & MAINTENANCE									
Insurance		-	-	-	-	40,000	40,000	Based on similar school budgets	
Janitorial		-	-	-	-	3,600	3,600	Supplies \$300/mo	
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	Prepaid in Pre-open to obtain lower rate	
Repairs & Maintenance		10,000	-	-	-	-	10,000	Will adjust pending site	
Equipment / Furniture		12,000	-	-	-	-	12,000	Most purchased in Pre-Open \$1K/mo replacement	
Security		-	-	-	-	-	-		
Utilities		8,200	-	-	-	-	8,200	\$400/mo (not including phone / internet), cash flow shows heat expenses higher in winter - total average \$650/mo	
TOTAL FACILITY OPERATION & MAINTENANCE		30,200	-	-	-	43,600	73,800		
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-		
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	25,000	25,000		

YEAR 1 BUDGET AND ASSUMPTION	FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS																											
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.																											
	JULY 1, 2025 - JUNE 30, 2026																																	
Total Revenue	1,388,625	72,000	17,717	-	-	1,478,342																												
Total Expenses	699,054	135,754	133,705	-	413,185	1,381,698																												
Net Income	689,571	(63,754)	(115,988)	-	(413,185)	96,644																												
Budgeted Student Enrollment	78	-				78																												
<table><tr><th colspan="3">PROGRAM SERVICES</th><th colspan="3">SUPPORT SERVICES</th></tr><tr><th>REGULAR EDUCATION</th><th>SPECIAL EDUCATION</th><th>OTHER</th><th>FUNDRAISING</th><th>MANAGEMENT & GENERAL</th><th>TOTAL</th><th></th></tr><tr><td>699,054</td><td>135,754</td><td>133,705</td><td>-</td><td>413,185</td><td>1,381,698</td><td></td></tr><tr><td>689,571</td><td>(63,754)</td><td>(115,988)</td><td>-</td><td>(413,185)</td><td>96,644</td><td></td></tr></table>							PROGRAM SERVICES			SUPPORT SERVICES			REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		699,054	135,754	133,705	-	413,185	1,381,698		689,571	(63,754)	(115,988)	-	(413,185)	96,644		
PROGRAM SERVICES			SUPPORT SERVICES																															
REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL																													
699,054	135,754	133,705	-	413,185	1,381,698																													
689,571	(63,754)	(115,988)	-	(413,185)	96,644																													
ENROLLMENT - *School Districts Are Linked To Above Entries*																																		
PRIMARY School District:	Auburn Enlarged City School District	22				22																												
Other District 1:	Port Byron Central School District	16				16																												
Other District 2:	Clyde-Savannah Central School District	8				8																												
Other District 3:	Jordan-Elbridge Central School District	5				5																												
Other District 4:	Seneca Falls Central School District	5				5																												
Other District 5:	Cato-Meridian Central School District	4				4																												
Other District 6:	Weedsport Central School District	4				4																												
Other District 7:	Southern Cayuga Central School District	3				3																												
Other District 8:	Union Springs Central School District	3				3																												
Other District 9:	Moravia Central School District	3				3																												
Other District 10:	Skaneateles Central School District	2				2																												
Other District 11:	Marcellus Central School District	2				2																												
Other District 12:	West Genesee Central School District	1				1																												
Other District 13:		-				-																												
Other District 14:		-				-																												
All Other School Districts		-				-																												
TOTAL ENROLLMENT		78				78																												
REVENUE PER PUPIL	17,803					18,953																												
EXPENSES PER PUPIL	8,962					17,714																												

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)				FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 - JUNE 30, 2026													
Total Revenue	322,803	15,909	204,516	15,909	204,516	15,909	218,967	15,909	213,117	21,759	213,117	15,909	1,478,342				
Total Expenses	131,803	132,467	140,064	105,080	111,122	104,295	114,210	109,558	117,430	104,386	112,712	98,569	1,381,698				
Net Income	191,000	(116,558)	64,452	(89,171)	93,394	(88,386)	104,757	(93,649)	95,687	(82,627)	100,406	(82,660)	96,644				
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-				
Beginning Cash Balance	-	191,000	74,441	138,893	49,722	143,116	54,730	159,487	65,839	161,526	78,899	179,305	96,644				
Ending Cash Balance	191,000	74,441	138,893	49,722	143,116	54,730	159,487	65,839	161,526	78,899	179,305	96,644	96,644				
				JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
* Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7" Year 1 Budget & Assumptions."																	
REVENUE																	
REVENUES FROM STATE SOURCES																	
Per Pupil Revenue			Basic Tuition (2023-24)														
PRIMARY School District:	Auburn Enlarged City School District		12,014	44,579.95	-	44,580	-	44,580	-	44,580	-	44,580	-	44,580	-	267,480	
Other District 1:	Port Byron Central School District		12,392	33,441.88	-	33,442	-	33,442	-	33,442	-	33,442	-	33,442	-	200,651	
Other District 2:	Clyde-Savannah Central School District		17,096	23,068.20	-	23,068	-	23,068	-	23,068	-	23,068	-	23,068	-	138,409	
Other District 3:	Jordan-Elbridge Central School District		14,484	12,214.84	-	12,215	-	12,215	-	12,215	-	12,215	-	12,215	-	73,289	
Other District 4:	Seneca Falls Central School District		12,802	10,796.35	-	10,796	-	10,796	-	10,796	-	10,796	-	10,796	-	64,778	
Other District 5:	Cato-Meridian Central School District		12,490	8,426.59	-	8,427	-	8,427	-	8,427	-	8,427	-	8,427	-	50,560	
Other District 6:	Weedsport Central School District		13,226	8,923.14	-	8,923	-	8,923	-	8,923	-	8,923	-	8,923	-	53,539	
Other District 7:	Southern Cayuga Central School District		15,112	7,646.67	-	7,647	-	7,647	-	7,647	-	7,647	-	7,647	-	45,880	
Other District 8:	Union Springs Central School District		13,169	6,663.51	-	6,664	-	6,664	-	6,664	-	6,664	-	6,664	-	39,981	
Other District 9:	Moravia Central School District		12,255	6,201.03	-	6,201	-	6,201	-	6,201	-	6,201	-	6,201	-	37,206	
Other District 10:	Skaneateles Central School District		13,635	4,599.54	-	4,600	-	4,600	-	4,600	-	4,600	-	4,600	-	27,597	
Other District 11:	Marcellus Central School District		12,176	4,107.37	-	4,107	-	4,107	-	4,107	-	4,107	-	4,107	-	24,644	
Other District 12:	West Genesee Central School District		12,652	2,133.97	-	2,134	-	2,134	-	2,134	-	2,134	-	2,134	-	12,804	
Other District 13:			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 14:			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other School Districts' Revenue:		(Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL Per Pupil Revenue		(Weighted Avg.)	13,135	172,803	-	172,803	-	172,803	-	172,803	-	172,803	-	172,803	-	1,036,818	
Special Education Revenue			-	-	-	12,800	-	12,800	-	12,800	-	12,800	-	12,800	-	64,000	
NYC DoE Rental Assistance			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Grants																	
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES				172,803	-	185,603	-	185,603	-	185,603	-	185,603	-	185,603	-	1,100,818	
REVENUE FROM FEDERAL FUNDING																	
IDEA Special Needs			-	-	-	1,600	-	1,600	-	1,600	-	1,600	-	1,600	-	8,000	
Title I			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Title Funding - Other			-	-	-	1,404	-	1,404	-	1,404	-	1,404	-	1,404	-	7,020	
School Food Service (Free Lunch)			-	-	-	-	-	-	-	5,905.67	-	5,906	-	5,906	-	17,717	
Grants																	
Charter School Program (CSP) Planning & Implementation			150,000	15,909	15,909	15,909	15,909	15,909	15,909	15,909	15,909	15,909	15,909	15,909	15,909	325,000	
Other			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES				150,000	15,909	18,913	15,909	18,913	15,909	24,819	15,909	24,819	15,909	24,819	15,909	357,737	
LOCAL AND OTHER REVENUE																	
Contributions and Donations			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	-	-	5,850	-	5,850	-	-	-	11,700	
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Interest Income			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Text Book			-	-	-	-	-	-	-	2,695.67	-	2,696	-	2,696	-	8,087	
OTHER			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL AND OTHER SOURCES				-	-	-	-	-	-	8,546	-	2,696	5,850	2,696	-	19,787	
TOTAL REVENUE				322,803	15,909	204,516	15,909	204,516	15,909	218,967	15,909	213,117	21,759	213,117	15,909	1,478,342	
EXPENSES																	
ADMINISTRATIVE STAFF PERSONNEL COSTS				No. of Positions													
Executive Management			1.00	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000	
Instructional Management			1.00	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000	
Deans, Directors & Coordinators			1.00	5,416.67	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000	
CFO / Director of Finance			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Operation / Business Manager			1.00	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	75,000	
Administrative Staff			1.00	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000	
TOTAL ADMINISTRATIVE STAFF				5.00	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	330,000
INSTRUCTIONAL PERSONNEL COSTS																	
Teachers - Regular			5.00	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	250,000	
Teachers - SPED			0.50	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000	
Substitute Teachers			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Teaching Assistants			1.00	2,773	2,773	2,773	2,773	2,773	2,773	2,773	2,773	2,773	2,773	2,773	2,773	33,280	
Specialty Teachers			1.50	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	72,000	
Aides			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Therapists & Counselors			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL				8.00	32,107	32,107	32,107	32,107	32,107	32,107	32,107	32,107	32,107	32,107	32,107	32,107	385,280
NON-INSTRUCTIONAL PERSONNEL COSTS																	
Nurse			0.50	-	-	2,160	2,640	2,040	1,680	2,400	2,160	2,640	1,800	2,520	1,800	21,840	
Librarian			-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Custodian			1.00	2,946.67	2,947	2,947	2,947	2,947	2,947	2,947	2,947	2,947	2,947	2,947	2,947	24,300	
Security			-	-	-	-	-	-	-	-	-	-	-	-	-	-	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 - JUNE 30, 2026												
Total Revenue		322,803	15,909	204,516	15,909	204,516	15,909	218,967	15,909	213,117	21,759	213,117	15,909	1,478,342
Total Expenses		131,803	132,467	140,064	105,080	111,122	104,295	114,210	109,558	117,430	104,386	112,712	98,569	1,381,698
Net Income		191,000	(116,558)	64,452	(89,171)	93,394	(88,386)	104,757	(93,649)	95,687	(82,627)	100,406	(82,660)	96,644
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	191,000	74,441	138,893	49,722	143,116	54,730	159,487	65,839	161,526	78,899	179,305	-
Ending Cash Balance		191,000	74,441	138,893	49,722	143,116	54,730	159,487	65,839	161,526	78,899	179,305	96,644	96,644
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Other	1.00	-	-	2,160	2,640	2,040	1,680	2,400	2,160	2,640	1,800	2,520	1,800	21,840
TOTAL NON-INSTRUCTIONAL	2.50	2,947	2,947	7,267	8,227	7,027	6,307	7,747	7,267	8,227	6,547	7,987	6,547	79,040
SUBTOTAL PERSONNEL SERVICE COSTS	15.50	62,553	62,553	66,873	67,833	66,633	65,913	67,353	66,873	67,833	66,153	67,593	66,153	794,320
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		6,366.00	6,115	6,573.00	6,656	6,552	6,490	6,614.00	6,573	6,656	6,510	6,635	6,510	78,250
Fringe / Employee Benefits		10,811	10,811	11,243	11,339	11,218	11,144	11,291	11,243	11,339	11,171	11,315	11,171	134,096
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		17,177	16,926	17,816	17,995	17,770	17,634	17,905	17,816	17,995	17,681	17,950	17,681	212,346
TOTAL PERSONNEL SERVICE COSTS	15.50	79,730	79,479	84,689	85,828	84,403	83,547	85,258	84,689	85,828	83,834	85,543	83,834	1,006,666
CONTRACTED SERVICES														
Accounting / Audit		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Legal		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		193	193	201	201	201	201	201	201	201	201	201	201	2,396
Special Ed Services		-	-	-	-	1,667	-	-	1,667	-	-	1,667	-	5,000
Titlment Services (i.e. Title I)		-	-	-	-	-	-	5,000	-	-	-	-	-	5,000
Other Purchased / Professional / Consulting		-	-	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	13,190
TOTAL CONTRACTED SERVICES		2,443	2,443	3,770	3,770	5,437	3,770	8,770	5,437	3,770	3,770	5,437	3,770	52,586
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	9,750	9,750	1,219	1,219	1,219	1,219	1,219	1,219	1,219	1,219	-	29,250
Special Ed Supplies & Materials		-	1,667	1,667	208	208	208	208	208	208	208	208	-	5,000
Textbooks / Workbooks		-	8,317	8,317	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	-	24,950
Supplies & Materials other		5,900	5,900	5,900	-	-	-	-	-	-	-	-	-	17,700
Equipment / Furniture		5,000	5,000	5,000	-	-	-	-	-	-	-	-	-	15,000
Telephone		1,000	-	1,000	-	1,000	-	1,000	-	1,000	-	1,000	-	6,000
Technology		6,667	6,667	6,667	-	-	-	-	-	-	-	-	-	20,000
Student Testing & Assessment		-	-	-	-	-	2,996	-	-	-	-	2,750	-	5,746
Field Trips		-	-	-	1,950	-	-	1,950	-	1,950	-	1,950	-	7,800
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		4,680	4,680	2,340	-	-	-	-	-	-	-	-	-	11,700
Office Expense		1,600	1,600	400	400	400	400	400	400	1,200	400	400	400	8,000
Staff Development		-	-	-	-	3,250	-	1,000	-	3,250	-	-	-	7,500
Staff Recruitment		-	-	-	-	-	-	-	3,200	1,600	1,600	1,600	-	8,000
Student Recruitment / Marketing		1,000	1,000	1,000	1,000	1,000	1,000	1,500	3,000	3,000	2,500	2,000	1,000	19,000
School Meals / Lunch		-	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
Travel (Staff)		-	-	-	-	3,250	-	1,500	-	3,250	-	-	-	8,000
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		25,847	44,580	45,040	8,817	14,367	9,863	12,817	12,067	20,717	9,967	15,167	4,400	223,646
FACILITY OPERATION & MAINTENANCE														
Insurance		16,000	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	40,000
Janitorial		300	300	300	300	300	300	300	300	300	300	300	300	3,600
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance		4,000	-	600	600	600	600	600	600	600	600	600	600	10,000
Equipment / Furniture		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		400	400	400	500	750	950	1,200	1,200	950	650	400	400	8,200
TOTAL FACILITY OPERATION & MAINTENANCE		21,700	3,882	4,482	4,582	4,832	5,032	5,282	5,282	5,032	4,732	4,482	4,482	73,800
DEPRECIATION & AMORTIZATION														
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-
		2,083.33	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
TOTAL EXPENSES		131,803	132,467	140,064	105,080	111,122	104,295	114,210	109,558	117,430	104,386	112,712	98,569	1,381,698
NET INCOME		191,000	(116,558)	64,452	(89,171)	93,394	(88,386)	104,757	(93,649)	95,687	(82,627)	100,406	(82,660)	96,644
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME		191,000	(116,558)	64,452	(89,171)	93,394	(88,386)	104,757	(93,649)	95,687	(82,627)	100,406	(82,660)	96,644

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 - JUNE 30, 2026												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	322,803	15,909	204,516	15,909	204,516	15,909	218,967	15,909	213,117	21,759	213,117	15,909	1,478,342
Total Expenses	131,803	132,467	140,064	105,080	111,122	104,295	114,210	109,558	117,430	104,386	112,712	98,569	1,381,698
Net Income	191,000	(116,558)	64,452	(89,171)	93,394	(88,386)	104,757	(93,649)	95,687	(82,627)	100,406	(82,660)	96,644
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	191,000	74,441	138,893	49,722	143,116	54,730	159,487	65,839	161,526	78,899	179,305	-
Ending Cash Balance	191,000	74,441	138,893	49,722	143,116	54,730	159,487	65,839	161,526	78,899	179,305	96,644	96,644
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Beginning Cash Balance	-	191,000	74,441	138,893	49,722	143,116	54,730	159,487	65,839	161,526	78,899	179,305	-
ENDING CASH BALANCE	191,000	74,441	138,893	49,722	143,116	54,730	159,487	65,839	161,526	78,899	179,305	96,644	96,644

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		1,478,342	1,757,358	2,029,634	2,291,560	2,652,288	
Total Expenses		1,381,698	1,495,336	1,843,464	1,974,160	2,134,053	
Net Income (Before Cash Flow Adjustments)		96,644	262,021	186,170	317,400	518,235	
Budgeted Student Enrollment		78	104	126	150	172	
		Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	
REVENUE		Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES		1.2%	1.2%	1.2%	1.2%	1.2%	
Per Pupil Revenue	Basic Tuition (2023-24)						
PRIMARY School District:	Auburn Enlarged City School District	12,014	267,480	393,730	498,069	604,854	714,132
Other District 1:	Port Byron Central School District	12,392	200,651	228,441	282,557	363,933	447,222
Other District 2:	Clyde-Savannah Central School District	17,096	138,409	175,088	212,626	251,041	290,347
Other District 3:	Jordan-Elbridge Central School District	14,484	73,289	118,670	150,117	182,302	215,238
Other District 4:	Seneca Falls Central School District	12,802	64,778	78,667	106,147	134,276	135,888
Other District 5:	Cato-Meridian Central School District	12,490	50,560	76,749	103,560	131,004	132,576
Other District 6:	Weedsport Central School District	13,226	53,539	81,272	109,663	110,979	112,311
Other District 7:	Southern Cayuga Central School District	15,112	45,880	61,907	62,650	79,253	96,244
Other District 8:	Union Springs Central School District	13,169	39,981	53,948	54,595	69,063	83,870
Other District 9:	Moravia Central School District	12,255	37,206	50,204	50,806	51,416	65,041
Other District 10:	Skaneateles Central School District	13,635	27,597	41,893	42,395	42,904	43,419
Other District 11:	Marcellus Central School District	12,176	24,644	24,940	25,239	25,542	25,849
Other District 12:	West Genesee Central School District	12,652	12,804	12,957	13,113	13,270	26,859
Other District 13:		-	-	-	-	-	-
Other District 14:		-	-	-	-	-	-
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-
TOTAL Per Pupil Revenue	(Weighted Avg.)	13,135	1,036,818	1,398,466	1,711,539	2,059,838	2,388,995
Special Education Revenue			64,000	80,000	104,000	120,000	136,000
NYC DoE Rental Assistance			-	-	-	-	-
Grants			-	-	-	-	-
Stimulus			-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-
Other			-	-	-	-	-
Other			-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			1,100,818	1,478,466	1,815,539	2,179,838	2,524,995
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs			8,000	10,000	13,000	15,000	17,000
Title I			-	21,000	25,000	30,000	34,500
Title Funding - Other			7,020	9,360	11,340	13,500	15,480
School Food Service (Free Lunch)			17,717	23,849	28,392	34,070	39,181
Grants							
Charter School Program (CSP) Planning & Implementation			325,000	200,000	120,000	-	-
Other			-	-	-	-	-
Other			-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			357,737	264,209	197,732	92,570	106,161
LOCAL and OTHER REVENUE							
Contributions and Donations			-	-	-	-	-
Fundraising			-	-	-	-	-
Erate Reimbursement			11,700	3,900	3,300	3,600	3,300
Earnings on Investments			-	-	-	-	-
Interest Income			-	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-
Text Book			8,087	10,783	13,064	15,552	17,833
OTHER			-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			19,787	14,683	16,364	19,152	21,133
TOTAL REVENUE			1,478,342	1,757,358	2,029,634	2,291,560	2,652,288
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions						NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.
Executive Management	1.00		90,000	91,800	93,636	95,509	97,419
Instructional Management	1.00		60,000	61,200	62,424	63,672	64,946
Deans, Directors & Coordinators	1.00		65,000	66,300	67,626	68,979	70,358
CFO / Director of Finance	-		-	-	-	-	-
Operation / Business Manager	1.00		75,000	76,500	78,030	79,591	81,182
Administrative Staff	1.00		40,000	40,800	41,616	42,448	43,297
TOTAL ADMINISTRATIVE STAFF	5.00		330,000	336,600	343,332	350,199	357,203
INSTRUCTIONAL PERSONNEL COSTS							

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		1,478,342	1,757,358	2,029,634	2,291,560	2,652,288	
Total Expenses		1,381,698	1,495,336	1,843,464	1,974,160	2,134,053	
Net Income (Before Cash Flow Adjustments)		96,644	262,021	186,170	317,400	518,235	
Budgeted Student Enrollment		78	104	126	150	172	
		Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	
Teachers - Regular	5.00	250,000	305,000	361,100	418,322	476,688	Classroom Teachers (1 per grade)
Teachers - SPED	0.50	30,000	30,600	61,212	62,436	63,685	0.5 FTE Yr 1-2, 1 FTE Yr 3, 4 & 5
Substitute Teachers	-	-	-	-	-	-	contracted as needed
Teaching Assistants	1.00	33,280	33,946	67,905	69,263	70,648	1 FTE Yr 1-2, 2 FTE Yr 3, 4 & 5
Specialty Teachers	1.50	72,000	73,440	146,909	149,847	152,844	0.5 FTE each for Art & Music, PE, Language first 2 years , FTE after
Aides	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	-	contracted as needed
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	8.00	385,280	442,986	637,125	699,868	763,865	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	0.50	21,840	22,277	22,722	23,177	23,640	Nurse four hrs/day during school days
Librarian	-	-	-	-	-	-	
Custodian	1.00	35,360	36,067	36,789	37,524	38,275	Custodian / Maintenance
Security	-	-	-	-	-	-	
Other	1.00	21,840	22,277	22,722	45,017	45,917	Food Service (Hourly)
TOTAL NON-INSTRUCTIONAL	2.50	79,040	80,621	82,233	105,718	107,832	
SUBTOTAL PERSONNEL SERVICE COSTS	15.50	794,320	860,206	1,062,691	1,155,784	1,228,900	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		78,250	82,497.85	100,853	109,745	116,490	7.65% Fica/Medicare + FUTA (35/ma/employee) + WC(\$1/100) plus \$ 250 fee (put under Mgmt)
Fringe / Employee Benefits		134,096	144,058	207,994	226,522	241,052	20% Salary FTE (only) Health, Dental, Life, Disability
Retirement / Pension		-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		212,346	226,556	308,846	336,267	357,542	
TOTAL PERSONNEL SERVICE COSTS	15.50	1,006,666	1,086,762	1,371,537	1,492,051	1,586,442	
CONTRACTED SERVICES							
Accounting / Audit		15,000	15,000	15,750	15,750	16,538	Assume 5% increase every two years
Legal		12,000	12,000	12,600	12,600	13,230	Assume 5% increase every two years
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		2,396	2,444	2,660	2,708	2,889	Assume 5% increase every two years+addnl employees
Special Ed Services		5,000	5,000	5,500	5,500	6,050	Assume 10 % increase every two years
Titlement Services (i.e. Title I)		5,000	5,000	5,250	5,250	5,513	Assume 5% increase every two years
Other Purchased / Professional / Consulting		13,190	15,645	18,213	20,999	24,018	Assume 5% increase per diem for subs plus addnl class time each year (10% of total class days), Therapist/Counselor cost increase by 5% per year
TOTAL CONTRACTED SERVICES		52,586	55,089	59,973	62,807	68,237	
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	
Classroom / Teaching Supplies & Materials		29,250	28,600	36,383	43,313	52,148	Assume 5% increase every two years plus addnl students
Special Ed Supplies & Materials		5,000	5,000	5,500	5,500	6,050	Assume 10 % increase every two years
Textbooks / Workbooks		24,950	28,600	36,383	43,313	52,148	Assume 5% increase every two years plus addnl students
Supplies & Materials other		17,700	20,800	26,460	31,500	37,926	Assume 5% increase every two years plus addnl students
Equipment / Furniture		15,000	15,000	15,750	15,750	16,538	Assume 5% increase every two years
Telephone		6,000	6,000	6,300	6,300	6,615	Assume 5% increase every two years
Technology		20,000	20,000	21,000	21,000	22,050	Assume 5% increase every two years
Student Testing & Assessment		5,746	5,785	6,109	6,147	6,451	Assume 5% increase every two years plus addnl students
Field Trips		7,800	7,800	8,580	8,580	9,438	Assume 10 % increase every two years
Transportation (student)		-	-	-	-	-	
Student Services - other		11,700	15,600	20,790	24,750	31,218	Assume 10 % increase every two years plus addnl students
Office Expense		8,000	8,000	8,400	8,400	8,820	Assume 5% increase every two years
Staff Development		7,500	8,500	12,600	13,650	15,446	Additional staff plus 5 % increase every two years
Staff Recruitment		8,000	8,000	8,400	8,400	8,820	Assume 5% increase every two years
Student Recruitment / Marketing		19,000	19,000	19,950	19,950	20,948	Assume 5% increase every two years
School Meals / Lunch		30,000	-	-	-	-	
Travel (Staff)		8,000	9,000	13,650	14,700	16,538	Additional staff plus 5 % increase every two years
Fundraising		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL SCHOOL OPERATIONS		223,646	205,685	246,254	271,252	311,153	
FACILITY OPERATION & MAINTENANCE							
Insurance		40,000	40,000	46,000	46,000	52,900	Assume 15% increase every two years
Janitorial		3,600	3,600	3,780	3,780	3,969	Assume 5% increase every two years
		-	49,000	58,800	66,150	77,175	
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	Assume 5% increase every two years Plus addnl Classroom space
Repairs & Maintenance		10,000	10,000	10,500	10,500	11,025	Assume 5% increase every two years
Equipment / Furniture		12,000	12,000	12,600	12,600	13,230	Assume 5% increase every two years
Security		-	-	-	-	-	
Utilities		8,200	8,200	9,020	9,020	9,922	Assume 10% increase every two years

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		1,478,342	1,757,358	2,029,634	2,291,560	2,652,288	
Total Expenses		1,381,698	1,495,336	1,843,464	1,974,160	2,134,053	
Net Income (Before Cash Flow Adjustments)		96,644	262,021	186,170	317,400	518,235	
Budgeted Student Enrollment		78	104	126	150	172	
		Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	
TOTAL FACILITY OPERATION & MAINTENANCE		73,800	122,800	140,700	148,050	168,221	
DEPRECIATION & AMORTIZATION		-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		25,000	25,000	25,000	-	-	
TOTAL EXPENSES		1,381,698	1,495,336	1,843,464	1,974,160	2,134,053	
NET INCOME		96,644	262,021	186,170	317,400	518,235	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District:	Auburn Enlarged City School District	22	32	40	48	56	
Other District 1:	Port Byron Central School District	16	18	22	28	34	
Other District 2:	Clyde-Savannah Central School District	8	10	12	14	16	
Other District 3:	Jordan-Elbridge Central School District	5	8	10	12	14	
Other District 4:	Seneca Falls Central School District	5	6	8	10	10	
Other District 5:	Cato-Meridian Central School District	4	6	8	10	10	
Other District 6:	Weedsport Central School District	4	6	8	8	8	
Other District 7:	Southern Cayuga Central School District	3	4	4	5	6	
Other District 8:	Union Springs Central School District	3	4	4	5	6	
Other District 9:	Moravia Central School District	3	4	4	4	5	
Other District 10:	Skaneateles Central School District	2	3	3	3	3	
Other District 11:	Marcellus Central School District	2	2	2	2	2	
Other District 12:	West Genesee Central School District	1	1	1	1	2	
Other District 13:		-	-	-	-	-	
Other District 14:		-	-	-	-	-	
All Other School Districts		-	-	-	-	-	
TOTAL ENROLLMENT		78	104	126	150	172	
REVENUE PER PUPIL		18,953	16,898	16,108	15,277	15,420	
EXPENSES PER PUPIL		17,714	14,378	14,631	13,161	12,407	
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation		-	-	-	-	-	
Other		-	-	-	-	-	
Total Operating Activities		-	-	-	-	-	
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	
Other		-	-	-	-	-	
Total Investment Activities		-	-	-	-	-	
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	
Other		-	-	-	-	-	
Total Financing Activities		-	-	-	-	-	
Total Cash Flow Adjustments		-	-	-	-	-	
NET INCOME		96,644	262,021	186,170	317,400	518,235	
Beginning Cash Balance		-	96,644	358,666	544,836	862,236	
ENDING CASH BALANCE		96,644	358,666	544,836	862,236	1,380,472	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: Auburn Enlarged City School District							
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 Auburn Enlarged City School District	Projected Impact (% of District's Total Budget)
Year 1 (2025-26)	22	12,158	267,480	22,523	290,002	104,404,172	0.278%
Year 2 (2026-27)	32	12,304	393,730	39,694	433,424	104,404,172	0.415%
Year 3 (2027-28)	40	12,452	498,069	52,685	550,754	104,404,172	0.528%
Year 4 (2028-29)	48	12,601	604,854	56,609	661,463	104,404,172	0.634%
Year 5 (2029-30)	56	12,752	714,132	68,532	782,664	104,404,172	0.750%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	School District's Budget Newsletter: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.aecsd.education/tfiles/folder1450/Budget%20Expenditures%20%20%26%20Budget%20Statement.pdf
OTHER NOTES:	

Second Largest Enrollment District: Port Byron Central School District							
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 Port Byron Central School District	Projected Impact (% of District's Total Budget)
Year 1 (2025-26)	16	12,541	200,651	12,847	213,498	24,867,816	0.859%
Year 2 (2026-27)	18	12,691	228,441	17,095	245,536	24,867,816	0.987%
Year 3 (2027-28)	22	12,843	282,557	26,523	309,079	24,867,816	1.243%
Year 4 (2028-29)	28	12,998	363,933	30,266	394,199	24,867,816	1.585%
Year 5 (2029-30)	34	13,154	447,222	40,942	488,164	24,867,816	1.963%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	School District's Budget Newsletter: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.pbcschools.org/site/handlers/filedownload.ashx?moduleinstanceid=417&dataid=1600&FileName=PortByron Budget Newsletter 2024-25-9.pdf
OTHER NOTES:	

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.

As of this time, FLCACS does not have any letters of commitment for funding from private contributors.

Upon receiving approval for our charter, the board will actively pursue private contributions via a fundraising committee and an aggressive marketing campaign.

The request is not applicable.

Legend:	B=Board SL=School Leader BM=Business Manager CL=Curriculum Leader SEAC=Special Ed/Assessment Coordinator
	BC=Building Committee CC=Curriculum Committee FC=Finance Committee HC=Hiring Committee COC=Community Outreach Committee

Category:	Task	Aug-Nov	Nov-Feb	Feb-May	May-Aug	Sept
Governance	Weekly/monthly meetings	B	B	B	B	B
	Research insurance requirements / obtain insurance	B	B			
	Solidify by-laws	B				
	With lawyer-Non-profit status, EIN, 501c3	B				
	Creat bank account		B			
	Establish committees and assign responsibility	B	B			
	Board and committee recruitment	B	B	B		
	Board training		B			
	Fiscal plan for year zero		B/BM			
	Five year budget plan			B/BM/FC		

Category:	Task	Aug-Nov	Nov-Feb	Feb-May	May-Aug	Sept
Policy&Procedure	Student/Family Handbook	B	B			
	Finalize Student/Family Handbook by SL		SL			
	Approve Handbook			B		
	SL and BM job descriptions	B	B/HC			
	All other job descriptions		B/HC			
	Employee Handbook		B			
	Prepare policies required by authorizer		B			
	Management level policies		SL			
	Approve Management policies		B			

Category:	Task	Aug-Nov	Nov-Feb	Feb-May	May-Aug	Sept
Business Operation	Legal counsel	B				
	Grant database- federal, local, CSP	B	BM	BM/FC		
	Student recruitment plan to achieve projections	B	B/SL	SL/COC	SL/COC	
	Enrollment system/materials		B/BM	BM		
	Update financial/fundraising plan	B	B/BM	BM/FC		
	Bids for service providers (food, tech, curriculum, insurance, etc)			BM		
	Payroll	B	BM			
	Accounting and auditing firm	B	B/BM	BM/FC		
	Accounts Receivable system	B	B/BM			
	Human Resources system	B	BM			
	Unemployment, Workers' Compensation, Retirement	B	BM			
	Location/Building finances	B	B/BC	BC		
	Inventory management system			BM		
	Safety plan			SL		
	Finalize and present budget			BM		
	Approve budget			B		

Category:	Task	Aug-Nov	Nov-Feb	Feb-May	May-Aug	Sept
Public Relations	Public Relations and Marketing Plan	B	B			
	Further develop website	B	B/COC			
	Email system	B	B/BM	BM		
	Newsletter Template		SL	SL/COC		
	Community Events and Networks		SL	SL/COC	COC	
	Enrollment campaign	B	B/COC	COC	COC	
	Open enrollment			BM	BM	
Category:	Task	Aug-Nov	Nov-Feb	Feb-May	May-Aug	Sept
Facility	Viable sites	B	B/BC			
	Finalize/execute finances		B/BM			
	Schedule/secure (inspections, codes, health dept, etc)			BM/BC		
	Necessary contractors			BM/BC	BM/BC	
Category: Staffing	Task	Aug-Nov	Nov-Feb	Feb-May	May-Aug	Sept
	School Leader search	B	HC			
	School Leader hire		B			
	SL finalizes staffing plan		SL			
	SL post openings		SL	SL		
	Business Manager search		HC			
	Business Manager hire		B			
	Curriculum Leader & Sp Ed Assessment Coordinator hire		SL/HC	SL/HC		
	Teachers & Academic staff hire		SL/HC	SL/HC	SL/HC	
	All other staff hires		BM/HC	BM/HC	BM/HC	
Category:	Task	Aug-Nov	Nov-Feb	Feb-May	May-Aug	Sept
Academics	Prepare education plan/scope and sequence			SL/CL/CC		
	Prepare education plan to support specific population			SL/SEAC/CC		
	Finalize class/teacher schedule			SL		
	School calendar			SL		
	Finalize resource needs			SL/CC		
	Approve resources needs			B		
	Order curriculum, vendor supplies, etc			SL/BM		
	All staff training				ADM team	ADM team
	Academic staff training				SL/CL/SEAC	SL/CL/SEAC

R-23ab Supplemental Information

a. Supplemental Narrative

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.

Below are noted several special friends of the board, who have contributed in meaningful ways and who may continue to provide support. These friends of the board are noted in particular because their support may prove valuable to the decision by SUNY.

Calvin Brainard, Special Projects Administrator & **Dick Beauchine**, CPA, MST, Chief Financial Officer at Waterloo Container:

Mr. Brainard is facilitating the nonprofit paperwork and is highly supportive of the FLCACS mission. They have begun the paperwork and processing for incorporation and 501c3 status with the assistance of a generous local business where Mr. Brainard works. Financial responsibility is being incurred by Mr. Brainard and associates. The federal identification number for the corporation, 84-4722813, has been successfully assigned. Mr. Brainard and Mr. Beauchine are eager to continue to support FLCACS.

Daniel Fessenden / Fred L. Emerson Foundation:

Discussion has already begun with Daniel Fessenden, the executive director, as to the application process for start-up grant money for when we have secured federal incorporation status. The Fred L. Emerson Foundation is a private, family foundation located in Auburn, New York. Since 1932, the Foundation has provided support to core community organizations of Auburn and the surrounding central New York area where its founder, Fred L. Emerson, lived and worked. The foundation seeks proposals where it can be shown their investment will make a critical and significant difference. The Foundation has a long tradition of supporting private higher education in Upstate New York. Education continues to be an area of interest to the Foundation.

Charity Bianchi, Special Education Teacher:

Charity is a mother and educator with a master's in Special Education and has been a great asset to supporting our board and will continue to help as we move forward. With a unique blend of classical education, public education, special education, and homeschooling in her background she has been an invaluable resource that we plan to continue to collaborate with.

Lynne-Marie Ryan, Accountant:

Central NY. Lynne-Marie is a hands-on manager with expertise in accounting systems development, IT systems, fiscal management, and financial reporting, having worked with NYSARC, the Center for Community Alternatives, and Hospice of Central NY. She is also a mother of three and wholeheartedly believes in school choice.

Aja Hahn, Librarian with a BA in Spanish:

Aja is the Library Media Specialist at Weedsport School District. She works with students from Pre-K through grade 12. Aja directly teaches library skills, research skills, and other literary information. She is also part of the technology integration team, collaborating with students and staff to integrate technology into the education process and co-teaching many subject areas: ELA, Social Studies, and Science. She is a parent of two young boys as well. She is invested in creating a school that will partner with parents to educate children in the classical and liberal arts methodology.

Steven Duffy, School Administrator:

Steve is a board consultant, with almost 30 years in the education field, much of it in administration through the Onondaga/ Cortland BOCES and the Cayuga/ Onondaga BOCES. In addition to recently completing the Superintendent Development Program, Steve has an excellent rapport with numerous educational leaders statewide and within the Auburn district, as well as the outlying schools.

Martha (Mitchell) Rescigno, Hillsdale certified teacher:

Martha was educated in the classical method, E.D. Hirsch, and explicit phonics at Hillsdale College. She still has connections with the college that have been helpful with research and curriculum. She founded a classical homeschool co-op in 2003 when she couldn't find a classical school for her children. She is now running a different co-op that is considered a model in the area, which gives her experience in leadership that will help with developing a school. As a side note, she and her husband have five children and have fostered children from their extended family on multiple occasions so she has an understanding of and compassion for children coming from trauma.

Maureen Kinney (Angotti), private classical school founder:

Maureen played an instrumental role in the founding of one of the local K-8 private schools in Cayuga County. The Mission of John Paul II Academy is based in the Catholic tradition and a rigorous classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue. They offer a traditional pedagogy that emphasizes active forms of learning. This presents families of our community an opportunity to pursue a better educational choice for children, one that is more rigorous, less costly than other private schools, less intrusive, and more accountable.

Although Maureen has been highly supportive and involved in the school, her work at Finger Lakes Classical Academy Charter School is rooted in the understanding that not

everyone will choose a religious mission. She is also looking to help alleviate the widening gap of families unable to pay tuition to a private school. Being a mother of six children, her 18-year professional background in mental health, hosting exchange students from Japan and Spain, and a lifetime of volunteering for her community exemplifies her love for children.

Auburn resident and father of three, **Andrew Mioni** has also been of tremendous assistance as a **Board Consultant**. Andrew earned his BA in English from Kansas State University in 2019. He has worked as an exam developer in the certification industry for the past 5 years, and currently holds the Certified Credentialing Professional (CCP) certification from the Institute for Credentialing Excellence. He also has written or contributed to several books on Catholic theology.

R-23b. Supplemental Attachments

Submit attachments, documents, etc., discussed in response to (a) above. If no supplemental documents are necessary, please indicate that this Request is not applicable.

On the next few pages you will find the following:

Page #

- | | |
|-----------------|--|
| 7 - 11 | Access Literacy
777d8a_9f75e65aed7b4a7dad0b0faeff94844a.pdf (accessliteracy.com)
777d8a_d15ca64532494366814c2fbc87d1971d.pdf (accessliteracy.com) |
| 12 - 23* | Singapore Math
Scope_4.pdf (shopify.com) |
| 24 - 28 | Charlotte Danielson Rubric
danielson-2013-rubric-only.pdf (state.or.us) |
| 30 - 31 | Atlanta Classical Charter School
Lower-School-Curriculum-Maps.pdf (atlantaclassical.org) |
| 32 - 33 | Bronx Classical Charter School
Curriculum-Article-2023.pdf (classicalcharterschools.org) |

Teacher Observation Form for Literacy Essentials

Date: _____ Teacher Observed: _____

Grade: _____ Discussed w/teacher: _____ *DNO= did not observe

	<i>Observations</i>	<i>Suggestion</i>	<i>Resource</i>
1) Phonograms: teacher/student knowledge, accurate pronunciation			
2) Spelling: student engagement in the Question & Answer dialogue, pace of the lesson			
3) Wall Charts or Visual Graphic Organizers to support learning			
4) Handwriting			
5) Use of My Orthography Notebook			
6) Grammar/Writing <ul style="list-style-type: none"> Dictated sentences Original sentences 			
7) Pacing: Covering appropriate material and number of lessons			

Common Pitfalls Implementing *Literacy Essentials: Journey From Spelling To Reading*®

- All teachers not having necessary materials for the program
 - Grade Level Teacher Guides for K-3 (and 4-6 in first year schools), Copy Masters for K-2, phonogram cards for each teacher, wall charts for K-3;
 - per student copies of My Orthography Notebook (grades 1-3, and 4-6 in first year schools);
 - practice texts for reading:
 - K and 1 - *Primary Phonics* by Barbara Makar;
 - 1st grade -*Stevenson Supplemental Readers, Test Lessons in Primary Reading* by McCall-Harby, classroom library of leveled texts (see suggested list for Grade 1);
 - 2nd – 3rd *Standard Test Lessons in Reading* by McCall-Crabbs (Books A-F one level per grade), classroom library of leveled texts (see suggested list for Grade 2);
 - 4th – 6th for students reading below grade level, classroom library of leveled texts for practice, *Standard Test Lessons in Reading* by McCall-Crabb (a few copies of each, Books A-F)
- Teachers who do not have mastery of the phonograms.
- Spelling to read NOT the other way around (K-1).
- First year schools: Must schedule extra time the first 9-weeks to teach orthography and literacy skills for 3rd-6th grade students using the Older Student Adaptation found in the Third Grade Teacher Guide.
- Scheduling – especially in K-3, allowing 2 - 2.5 hours for literacy and allowing teachers to break it up throughout the day as needed to include spelling/vocabulary; practice; reading; grammar and writing; literature.
- Pacing – teachers often move too slowly because they are pacing the classroom based on five struggling students; where should they be at the end of each year.
- Classroom set-up – size of desks for the littlest children; desks facing the teacher.
- Using Graphic Organizers: Wall Charts and/or student copies of My Orthography Notebook are not used.
- Must have a school plan for bringing in new students in the middle of the year.
- Homework – no phonograms or spelling sent home!

- Practice/Assessment Folders not created and/or used to track progress and for practice.
- Plan for new incoming students, 2nd grade and older, enrolling in your school after the first year.

Things you would never want to see:

___ Every desk in the classroom the same size (especially in lower elementary).

___ A teacher writing a new spelling word on the board before the students had written it.

___ A teacher sending phonograms or spelling practice as homework.

___ K-1st grade classrooms with no wall charts,

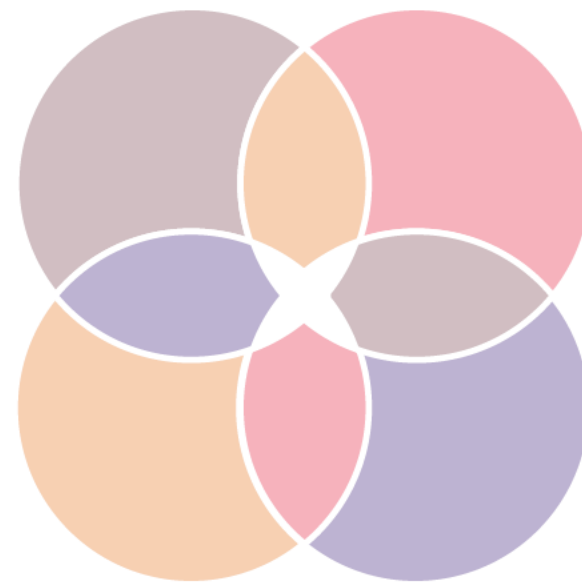
___ 2nd-6th grade classrooms with empty or near empty student notebooks, My Orthography Notebook.

___ Average K students reading in Primary Phonics before the end of the first semester.

___ Lower elementary students not saying the sounds as they write whether individual phonograms or words.

___ Using letter names for practicing or teaching spelling.

**RUBRICS FROM
THE FRAMEWORK FOR TEACHING
EVALUATION INSTRUMENT
2013 EDITION**



CHARLOTTE DANIELSON

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basi	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
1b: Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
1d: Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one’s own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one’s professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one’s professional skill, and seeks out such resources.	The teacher’s knowledge of resources for classroom use and for extending one’s professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher’s approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks..	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students’ misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/ or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.
2e: Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher’s spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
3b: Using Questioning and Discussion Techniques	The teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3c: Engaging Students in Learning	The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “down time.”	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
3d: Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment,.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work..	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students’ misunderstandings.
3e: Demonstrating Flexibility and Responsiveness	The teacher ignores students’ questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don’t understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students’ questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students’ interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b: Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
4c: Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
4d: Participating in the Professional Community	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
4e: Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
4f Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Lower School Literacy Curriculum Map

SKILLS	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth
Phonics	Literacy Essentials Phonograms 1-72	Literacy Essentials Phonograms 1-72, Teach 39 Spelling Rules through daily Spelling Analysis.	Literacy Essentials Phonograms 1-72, Teach 39 Spelling Rules through daily Spelling Analysis.	Literacy Essentials Phonograms 1-72, Teach 39 Spelling Rules through daily Spelling Analysis.			
Spelling	Literacy Essentials Phonograms 1-72, Teach 39 Spelling Rules through daily Spelling Analysis	Literacy Essentials Phonograms 1-72, Teach 39 Spelling Rules through daily Spelling Analysis.	Literacy Essentials Phonograms 1-72, Teach 39 Spelling Rules through daily Spelling Analysis	Literacy Essentials Phonograms 1-72, Teach 39 Spelling Rules through daily Spelling Analysis			
Grammar	Literacy Essentials Sentences, Verbs, Nouns, Adjectives	Literacy Essentials Nouns & Pronouns, Four Kinds of Sentences, Adjectives & Articles, Verbs, Adverbs	Literacy Essentials Adjectives & Articles, Possessive Nouns, Verbs, Nouns & Pronouns, Adverbs, Conjunctions, Prepositions	WOL 1A & 1B Four Kinds of Sentences, Principal Elements, Adverbs, Adjectives, Direct Objects, Subject Pronouns, Interrogative Sentences, Subject Pronouns, Helping Verbs, Object Pronouns, Prepositional Phrases, Compound Subjects, Compound Verbs, Compound Direct Objects	WOL 2A & 2B Four Kinds of Elements, Principal Elements, Adverbs, Adjectives, Predicate Verbs, Direct Objects, Predicate Nominatives, Predicate Adjectives, Possessive Nouns, Prepositional Phrases Compound Elements, Subject Pronouns, Object Pronouns, Possessive Pronouns, Interrogative Pronouns, Compound Sentences	WOL 3A & 3B Four Kinds of Sentences, Principal Elements, Adjectives & Adverbs, Predicate Verbs, Predicate Nominatives, Predicate Adjectives, Prepositional Phrases Personal Pronouns, Sensory Linking Verbs, Indirect Objects, Interrogative Pronouns, Relative Clauses	WOL 4A & 4B Four Kinds of Sentences, Principal Elements, Adjectives & Adverbs, Predicate Verbs, Predicate Nominatives, Predicate Adjectives, Prepositional Phrases Personal Pronouns, Sensory Linking Verbs, Indirect Objects, Interrogative Pronouns, Relative Clauses
Writing	Literacy Essentials Lowercase Letters, Uppercase Letters, Writing Four Kinds of Sentences: Dictated and Original, Writing Multiple Sentences About One Topic	Writing Four Kinds of Sentences: Dictated and Original, Writing Multiple Sentences About One Topic	Writing Four Kinds of Sentences: Dictated and Original, Writing Multiple Sentences About One Topic	Note Making & Outlines, Writing from Notes, Retelling Narrative Stories, Summarizing a Reference, Writing from Pictures	Note Making & Outlines, Writing from Notes, Retelling Narrative Stories, Summarizing a Reference, Writing from Pictures, Summarizing Multiple References, Inventive Writing, Formal Essay Models	Note Making & Outlines, Writing from Notes, Retelling Narrative Stories, Summarizing a Reference, Writing from Pictures, Summarizing Multiple References, Inventive Writing, Formal Essay Models, Formal Critique	Note Making & Outlines, Writing from Notes, Retelling Narrative Stories, Summarizing a Reference, Writing from Pictures, Summarizing Multiple References, Inventive Writing, Formal Essay Models, Formal Critique, Writing About Literature
Reading Comprehension	Nursery Rhymes Aesop's Fables Fairy Tales Tall Tales, Beatrix Potter, Winnie the Pooh	Fairy Tales, Pinocchio, The House at Pooh Corner, Aesop's Fables, The Tale of Peter Rabbit, The Tale of Br'er Rabbit	Greek Mythology, Asian Folktales, Classic Folktales, A Christmas Carol, Native American Tales, Tall Tales, Little House in the Big Woods, Charlotte's Webb, Peter Pan	Short Stories, Greek, Roman, & Norse Mythology, Fantastic Mr. Fox, The Courage of Sarah Noble, Farmer Boy, Stuart Little	Robin Hood, The Magician's Nephew, The Lion, the Witch, & the Wardrobe, Johnny Tremain, Anne of Green Gables	The Wind in the Willows, The Secret Garden, Comedy of Errors, The Adventures of Tom Sawyer, Narrative of the Life of Frederick Douglas	The Children's Homer, The Giver, A Midsummer Night's Dream, The Scarlet Pimpernel, The Prince & the Pauper
Vocabulary	Literacy Essentials	Literacy Essentials	Literacy Essentials	Literacy Essentials Words Greek/Latin Roots	Words Greek/Latin Roots	Words Greek/Latin Roots	



Lower School Numeracy Map

	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth
SKILLS	Attitude - Processes - Metacognition - Number Sense						
Place Value / Whole Numbers	Reading and Writing Numbers to 100; Counting by 2s, 5s, 10s; Counting On and Back	Use Models and Place Values for Numbers to 120; Counting On and Back; Estimation	Numbers to 1000	Numbers to 10000	Numbers to Million	Whole Numbers	Whole Numbers
Operations	Comparing Numbers to 10; Number Bonds; Addition and Subtraction Stories and Sentences; Ordinal Numbers; Fluency Facts up to 20	Comparing Numbers; Number Bonds; Addition and Subtraction within 100; Grouping and Sharing; Ordinal Numbers; Prepare for Multiplication/Division; Mental Math and Strategies	Addition and Subtraction of Whole Numbers; Multiplication and Division of 2, 3, 4, 5, 10	Addition and Subtraction of Whole Numbers; Multiplication and Division of 1 to 10	Addition and Subtraction of Whole Numbers; Multiples and Factors; Multiplication and Division	Multiplication and Division	
Fractions & Decimals		Intro to Fractions; Divide Shapes into Equal Parts	Fractions	Fractions	Adding and Subtracting Fractions; Multiplying a Fraction and Whole Number; Adding and Subtracting Decimals; Multiplying and Dividing Decimals	Adding and Subtracting Fractions; Multiplying a Fraction and Whole Number; Adding and Subtracting Decimals; Multiplying and Dividing Decimals	Fractions and Decimals
Algebraic Expressions						Writing and Evaluating Expressions; Ratios, Rate, Percentage	Integers; Algebraic Expressions; Equations and Inequalities; Ratios, Rate, Percentage
Geometry	Basic Shapes and Solids; Symmetry; Create Repeating Patterns; Classify Objects by Attributes	Solid and Plane Shapes; Sides and Corners; Build Models Using Solid Shapes; Combining Plane Shapes	Shapes	Shapes; Area and Perimeter	Lines and Shapes; Area and Perimeter; Areas; Properties of Cuboids	Volume of Solid Figures	Area of Plane Figures; Volume and Surface Areas of Solids
Measurements	Compare Height, Weight and Capacity; Time (Morning, Afternoon, Evening, Sequence of Events) and Money (Penny, Nickel, Dime, Quarter)	Measure Lengths Using Units; Measure and Compare Weights; Time (Hour and Half-Hour on Digital and Analog Clock) and Money (Exchange Coins for Equal Value); Add/Subtract Using Money; Using Calendar	Length, Weight, and Capacity; Time and Money	Measurement; Time and Money	Measurement	Measurement	
Graphs & Data Analysis	Match, Sort and Classify; Keeping Tally; Pictograph; Months and Days	Match, Sort and Classify; Collect Data and Show on Picture Graph, Tally Charts, Bar Graph	Graphs	Graphs and Tables	Line Graphs, Line Plots	Data Analysis and Graphs	Coordinates and Graphs, Displaying and Comparing Data



THE CURRICULUM AT CLASSICAL CHARTER SCHOOLS

Meticulously researched – Intentionally designed – Key to scholar success

The Back Story: Why We Created a Standards-Based Curriculum

Each year, elementary school students throughout New York State take a series of content area exams promulgated by the New York State Education Department (NYSED). These NY State tests assess students' mastery of various standards. In reading and writing, the State test is called the English Language Arts (ELA) assessment. Both the ELA and the Math tests are based on the Common Core Learning Standards.

For many years, the ELA test was believed by many to be fairly predictable, meaning it was possible for schools and teachers to predict what content would be covered, and then focus teaching only on those specific skills.

Each year, NYSED also sets a "cut score" for the exams. This is the score a student must obtain to pass. Until 2010, these cut scores were relatively low. For example, in 2009, the cut score for the third grade ELA exam was 24 (out of 33 points), and the cut score for the math exam was 21 (out of 39). These low metrics made it possible for struggling students to receive relatively superficial tutoring and remediation and still pass the exam. The resulting focus for many schools was to get students just far enough to pass.

In the 2009-2010 school year NYSED dramatically increased cut scores. For example, for the third grade ELA and math exams, the cut scores rose to 29 and 34, respectively. Because the cut score increase happened after the test had already been administered that year, schools did not have an opportunity to adjust test preparation in response to the scoring change. As expected, pass rates plummeted statewide, and CCS was no exception: our third-grade pass rates dropped from 86% to 51% in ELA and from 100% to 84% in Math. The upward change in the cut score made clear the shortcomings inherent in a curricular approach that focused on test prep as a means to getting students just far enough to pass the exam.

The Journey: How We Innovated Our Approach

At Classical Charter Schools, the curriculum leading into the 2009-2010 school year consisted of elements of purchased curricula modified according to internal knowledge about successfully "teaching to the test." ELA instruction in the upper grades focused predominantly on "question stems" rather than literary comprehension and analysis skills. Math instruction focused on a series of algorithmic steps, rather than critical thinking and problem-solving skills.

At the start of the 2009-2010 school year, we decided to reevaluate our curricular approach. The goal was to create proprietary curricula that addressed all the state standards for each subject area and grade level while

facilitating high student achievement. The challenge was to determine how to create a curriculum that would remain stable yet be able to be revised.

One influential resource¹ discusses a “backward design” concept that involves the following steps in curriculum development:

- Planning begins with the end in mind. In this cause, studying the state-mandated standards, because mastery of these standards is the end goal for every student.
- The state standards are then used to build assessments and tasks that will demonstrate students’ mastery of the skills delineated.
- Lessons are then planned in a sequence designed to build the skills necessary for mastery on the assessment.

Based on this approach, a student’s mastery of the assessment measures corresponds to mastery of the state-mandated learning standards.

After four months of rigorous study, in 2010, South Bronx Classical I adopted the approach outlined above. The objective was to provide a foundation on which unit plans, including daily objective calendars, could be created referencing internally developed scopes and sequences². The final step would be writing lesson plans based on the unit plans, ensuring that each lesson is clearly and directly aligned to the relevant standards and goals.

To create the strongest scopes and sequences, the curriculum team solicited information and recommendations from every teacher in the school throughout the Spring of 2010. A combination of administrators and teachers then developed CCS’ internal scopes and sequences. Unit planning began with professional development sessions guided by the curriculum project’s mission statement:

to create and improve standards-based scopes and sequences, cohesive and interrelated unit plans, and detailed and flexible lesson plans, all in an organized format for all subjects and grades.

The work was both challenging and enlightening. Teacher involvement in unit plan creation led to a better understanding of the NYSED-mandated standards and how the content and skills students were expected to master fit together within and across grade levels. This institutional knowledge created school-wide instructional alignment of the skills the NYSED requires students to master.

Collectively, our teachers wrote 374 unit-plans throughout 2010-2011. We hired a Director of Curriculum and Instruction who audited the unit plans to ensure high quality both in rigor and content. The focus for teachers in the 2011-2012 school year shifted to creating rigorous and aligned lesson plans. All curricula would eventually be saved to the cloud to preserve for teacher use - and to begin building Classical’s instructional backbone.

Over the next year CCS enjoyed a stable, rigorous curriculum aligned at every level with the state standards that allowed for revision or adjustment as necessary. Revisions to the curriculum were based on scholar performance on standards-based assessments. When scholars take a test, the process of alignment that has led to that assessment is clear: the unit plan was developed to address the specific skills outlined by the standards, the lesson plans for the unit were developed to teach the specific skills, and the test was developed to assess the specific skills.

The project of developing a comprehensive curriculum has been a massive, but productive undertaking. In the 2009-2010 academic year, our average pass rates were 50% in ELA and 82% in math. In the 2011-2012 academic year, our average pass rates were 90% in ELA and 99% in math. Since 2012, our pass rates have continued to outperform other district and charter schools in the New York City area. Additionally, the curriculum was shifted once again to align with the Common Core in a collaborative effort across instructional staff.

Curriculum and the Classical Charter Schools Mission

Mastery of the standards, while essential, is itself only part of the school's standards-based curriculum project. Other goals included:

- Scholars will be taught, in each grade, all of the required skills
- Skill and content mastery can be effectively and accurately assessed
- Mastery of the previous year's standards means that they are able to learn the skills required under the present year's standards
- Standards alignment across and within grades reduces gaps in knowledge that occur when students have not learned what they are expected to know

A rigorous, thoroughly aligned curriculum, therefore, also furthers Classical Charter School's mission of preparing each scholar to excel in high school and beyond.

The Journey Continues: Continued Advancements

Between the year 2012 and today, there have been numerous improvements to both Classical's curriculum and our processes for creating, refining, and preserving it. Our core values of accountability, innovation, and rigor drive our continued growth in the curricular realm and allow our teachers to provide a world class education to their scholars.

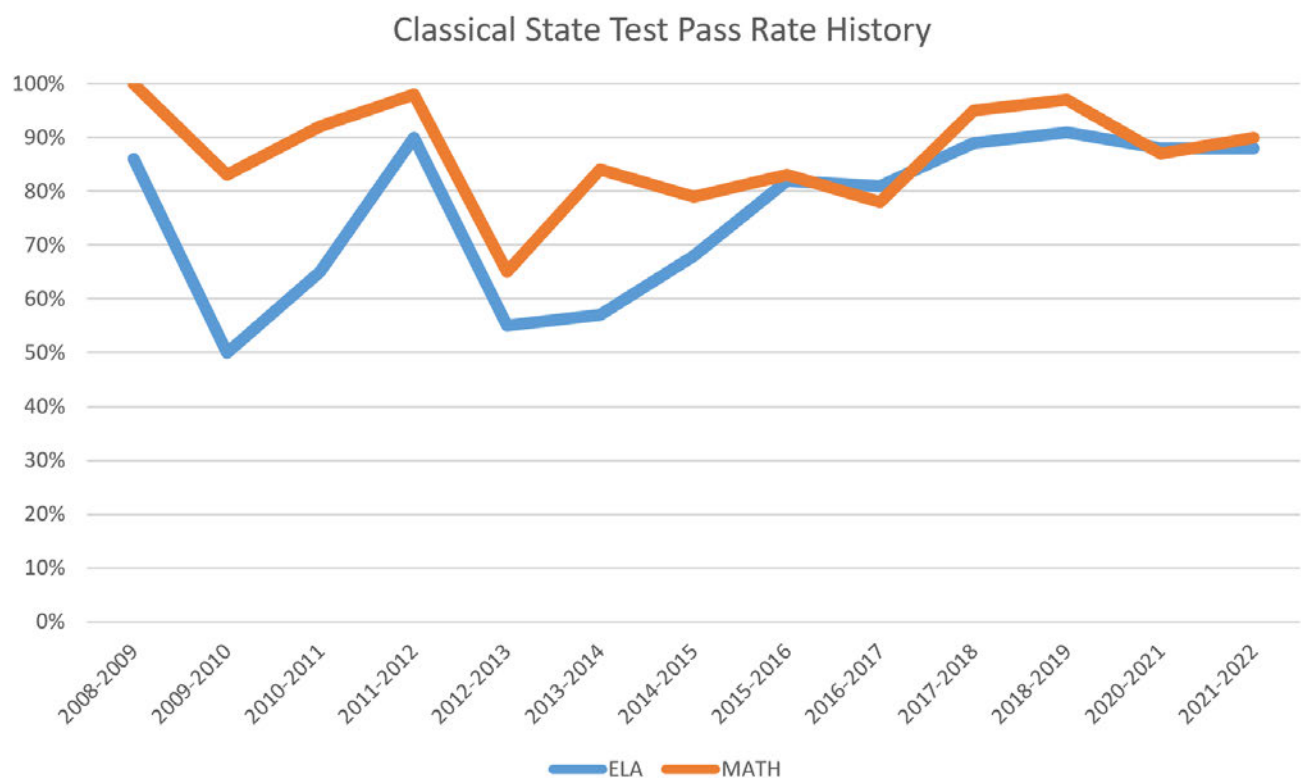
After Classical's scripted curriculum was born in 2010, it was and has been regularly vetted and revised through a Curricular Audit and based on teacher and instructional team feedback. Roughly 70% of Classical's curriculum is 'scripted' and the remaining 30% is 'unscripted', allowing for greater flexibility and teacher discretion in response to classroom data. Examples include ELA Reteach (Kindergarten) and Math Reteach (K-8) where a block is devoted to reviewing content and skills needing more immediate reteach based on data collected. Unscripted curriculum has bulked up Classical's instructional toolkit and enabled teachers to respond more readily to data and meet the specific needs of scholars in their classrooms.

The theme of more nuanced, exploratory learning has also shifted Classical's curriculum starting in the 2015-2016 academic year. It was in this year that 'Close Reading' was introduced in classrooms, providing an opportunity for scholars to examine literature more closely and discourse more thoroughly around both main ideas and author's craft. This resulted in richer class discussions, deepened critical thinking, and an improved runway to prepare K-2 scholars for more rigorous texts and classes in the years ahead.

In the years to follow, there was a movement to increase exploratory learning in math, moving beyond an outdated and restrictive procedural approach to problem solving. The 'Number Stories' block was introduced into the elementary curriculum, followed by the inclusion of "explore problems" into 'scripted' math lessons. Reducing

the frequency of teacher models puts the power in the hands of scholars to show what they know and share their problem-solving strategies with their peers. Not only do these improvements strengthen scholar understanding of content and strategies taught, but they instill in children a sense of confidence and love of learning that might have otherwise laid dormant if lecture-style teaching dominated the classroom.

Classical's ever-improving curriculum, coupled with our strategic professional development program for teachers, has contributed to greater scholar achievement over the years. In the 2015-2016 school year, Classical's average pass rates were 82% in ELA and 83% in Math, a 27% and 18% increase from 2012-2013 when the State test shifted to the Common Core. In 2021-2022, following an unprecedented year of remote and hybrid learning due to the pandemic, Classical's average pass rates were 88% in ELA and 90% in Math. For students with disabilities, pass rates were 68% (ELA) and 78% (Math), and for ELLs 85% (ELA) and 88% (Math). These achievements showcase the positive impact of Classical's curricular advancements, as well as our network's tenacity and innovation navigating the world of remote and post-pandemic learning.



Another critical focus of Classical's continued growth is our work with Diversity, Equity, and Inclusion. This initiative was sparked in 2020-2021 in response to staff feedback, and with the goal of creating a diverse, inclusive, relevant, and culturally global curriculum including socio-emotional and interdisciplinary learning opportunities. While the project is still ongoing, our staff have completed roughly 1200 hours of curriculum work in 2020-2021, 900 hours of curriculum work in 2021-2022, and are expected to complete 700 hours of curriculum work in 2022-2023. One especially positive impact has been increased and diversified representation in texts put in front of scholars. The ideology here is that children should be exposed to texts as "mirrors", not solely "windows" so that they might see themselves in stories and make greater personal connections³.

We continue to work to improve and expand our socio-emotional and interdisciplinary learning at Classical through the inclusion of morning meetings, recess, and “Classical Conversations” in which our scholars discourse about a range of critical and relevant current events.

Keeping the Machine Running: Our Processes

Critical to any strong curricular program are the processes by which it was created and will continue to improve. Classical’s Curricular Audit is an ongoing process by which teachers and instructional staff reflect on the clarity, rigor, and effectiveness of current curriculum and make recommendations to improve. These recommendations may be technical edits, content changes, or involve larger-scale revisions (ex. text replacement). The audit is added to once per trimester and reviewed holistically in June to inform next steps for curricular assignments during the summer and following school year. Teachers are core to the revision process as well, but with the establishment of a curriculum team and support from the instructional coaches, Classical has been able to reduce the hours of curriculum work for teachers. For context, curriculum work hours assigned to teachers decreased from 2,465 in 2019-2020 to 243 in 2022-2023. This creates more space for our teachers to prioritize quality lesson preparation and data reflection.

Other innovations have included the creation of a Curriculum Calendar to organize the academic year and improve logistics for materials preparation, and systems for collaboration across school-sites as our network has grown. Instructional coaches serve as Grade Level Vettors to support an assigned grade with curricular oversight and streamline cross-network communication to ensure high-quality rigorous instruction is aligned across schools. A critical feature of our instructional success at Classical is curricular alignment. As the Classical network grows, a major goal will be to preserve the curriculum and its processes as they are refined so that excellent education continues to happen across classrooms at all school sites. To do this, it will take a well-oiled machine, which is exactly what we are building at Classical Charter Schools.

¹Understanding by Design by Grant Wiggins and Jay McTighe, a book which outlines approaches and considerations for unit plan development and overall curriculum design.

²“Scope” refers to the allocation of performance indicators or content strands across units, i.e., the decisions around **which indicators** should be grouped together and covered in the same unit. “Sequence” is the **order** in which the groups of skills should be taught.

³“Mirrors, Windows, and Sliding Glass Doors” by Rudine Sims Bishop, The Ohio State University. Originally appeared in Perspectives: Choosing and Using Books for the Classroom. Vol 6.

Dimensions Math® Scope & Sequence

PKA

Chapter 1 Match, Sort, and Classify

Red and Blue
Yellow and Green
Color Review
Soft and Hard
Rough, Bumpy, and Smooth
Sticky and Grainy
Size — Part 1
Size — Part 2
Sort Into Two Groups
Practice

Chapter 2 Compare Objects

Big and Small
Long and Short
Tall and Short
Heavy and Light
Practice

Chapter 3 Patterns

Movement Patterns
Sound Patterns
Create Patterns
Practice

Chapter 4 Numbers to 5 — Part 1

Count 1 to 5 — Part 1
Count 1 to 5 — Part 2
Count Back

Count On and Back
Count 1 Object
Count 2 Objects
Count Up to 3 Objects
Count Up to 4 Objects
Count Up to 5 Objects
How Many? — Part 1
How Many? — Part 2
How Many Now? — Part 1
How Many Now? — Part 2
Practice

Chapter 5 Numbers to 5 — Part 2

1, 2, 3
1, 2, 3, 4, 5 — Part 1
1, 2, 3, 4, 5 — Part 2
How Many? — Part 1
How Many? — Part 2
How Many Do You See?
How Many Do You See Now?
Practice

Chapter 6 Numbers to 10 — Part 1

0
Count to 10 — Part 1
Count to 10 — Part 2
Count Back
Order Numbers
Count Up to 6 Objects
Count Up to 7 Objects
Count Up to 8 Objects
Count Up to 9 Objects
Count Up to 10 Objects
— Part 1

Count Up to 10 Objects
— Part 2
How Many?
Practice

Chapter 7 Numbers to 10 — Part 2

6
7
8
9
10
0 to 10
Count and Match — Part 1
Count and Match — Part 2
Practice

PKB

Chapter 8 Ordinal Numbers

First
Second and Third
Fourth and Fifth
Practice

Chapter 9 Shapes and Solids

Cubes, Cylinders, and Spheres
Cubes
Positions
Build with Solids
Rectangles and Circles
Squares
Triangles

Squares, Circles,
Rectangles, and
Triangles — Part 1
Squares, Circles,
Rectangles, and
Triangles — Part 2
Practice

Chapter 10 Compare Sets

Match Objects
Which Set Has More?
Which Set Has Fewer?
More or Fewer?
Practice

Chapter 11 Compose and Decompose

Altogether — Part 1
Altogether — Part 2
Show Me
What's the Other Part? —
Part 1
What's the Other Part? —
Part 2
Practice

Chapter 12 Explore Addition and Subtraction

Add to 5 — Part 1
Add to 5 — Part 2
Two Parts Make a Whole
How Many in All?
Subtract Within 5 — Part 1
Subtract Within 5 — Part 2
How Many Are Left?

Practice

Chapter 13 Cumulative Review

Review 1 Match and Color
Review 2 Big and Small
Review 3 Heavy and Light
Review 4 Count to 5
Review 5 Count 5 Objects
Review 6 0
Review 7 Count Beads
Review 8 Patterns
Review 9 Length
Review 10 How Many?
Review 11 Ordinal Numbers
Review 12 Solids and
Shapes
Review 13 Which Set Has
More?
Review 14 Which Set Has
Fewer?
Review 15 Put Together
Review 16 Subtraction
Looking Ahead 1
Sequencing — Part 1
Looking Ahead 2
Sequencing — Part 2
Looking Ahead 3
Categorizing
Looking Ahead 4 Addition
Looking Ahead 5
Subtraction
Looking Ahead 6 Getting
Ready to Write Numerals
Looking Ahead 7 Reading
and Math

KA

Chapter 1 Match, Sort, and Classify

Left and Right
Same and Similar
Look for One That Is Different
How Does it Feel?
Match the Things That
Go Together
Sort
Practice

Chapter 2 Numbers to 5

Count to 5
Count Things Up to 5
Recognize the Numbers 1 to 3
Recognize the Numbers
4 and 5
Count and Match
Write the Numbers 1 and 2
Write the Number 3
Write the Number 4
Trace and Write 1 to 5
Zero
Picture Graphs
Practice

Chapter 3 Numbers to 10

Count 1 to 10
Count Up to 7 Things
Count Up to 9 Things
Count Up to 10 Things —
Part 1

Dimensions Math® Scope & Sequence

Count Up to 10 Things —
Part 2
Recognize the Numbers
6 to 10
Write the Numbers 6 and 7
Write the Numbers 8, 9,
and 10
Write the Numbers 6 to 10
Count and Write the
Numbers 1 to 10
Ordinal Positions
One More Than
Practice

Chapter 4 Shapes and Solids

Curved or Flat
Solid Shapes
Closed Shapes
Rectangles
Squares
Circles and Triangles
Where is It?
Hexagons
Sizes and Shapes
Combine Shapes
Graphs
Practice

Chapter 5 Compare Height, Length, Weight, and Capacity

Comparing Height
Comparing Length
Height and Length — Part 1
Height and Length — Part 2
Weight — Part 1

Weight — Part 2
Weight — Part 3
Capacity — Part 1
Capacity — Part 2
Practice

Chapter 6 Comparing Numbers Within 10

Same and More
More and Fewer
More and Less
Practice — Part 1
Practice — Part 2

KB

Chapter 7 Numbers to 20

Ten and Some More
Count Ten and Some More
Two Ways to Count
Numbers 16 to 20
Number Words 0 to 10
Number Words 11 to 15
Number Words 16 to 20
Number Order
1 More Than or Less Than
Practice — Part 1
Practice — Part 2

Chapter 8 Number Bonds

Putting Numbers Together
— Part 1

Putting Numbers Together
— Part 2
Parts Making a Whole
Look for a Part
Number Bonds for 2, 3, and 4
Number Bonds for 5
Number Bonds for 6
Number Bonds for 7
Number Bonds for 8
Number Bonds for 9
Number Bonds for 10
Practice — Part 1
Practice — Part 2
Practice — Part 3

Chapter 9 Addition

Introduction to Addition —
Part 1
Introduction to Addition —
Part 2
Introduction to Addition —
Part 3
Addition
Count On — Part 1
Count On — Part 2
Add Up to 3 and 4
Add Up to 5 and 6
Add Up to 7 and 8
Add Up to 9 and 10
Addition Practice
Practice

Chapter 10 Subtraction

Take Away to Subtract —
Part 1

Take Away to Subtract —
Part 2
Take Away to Subtract —
Part 3
Take Apart to Subtract —
Part 1
Take Apart to Subtract —
Part 2
Count Back
Subtract Within 5
Subtract Within 10 — Part 1
Subtract Within 10 — Part 2
Practice

Chapter 11 Addition and Subtraction

Add and Subtract
Practice Addition and
Subtraction
Part-Whole Addition and
Subtraction
Add to or Take Away
Put Together or Take Apart
Practice

Chapter 12 Numbers to 100

Count by Tens — Part 1
Count by Tens — Part 2
Numbers to 30
Numbers to 40
Numbers to 50
Numbers to 80
Numbers to 100 — Part 1
Numbers to 100 — Part 2
Count by Fives — Part 1
Count by Fives — Part 2

Practice

Chapter 13 Time

Day and Night
Learning About the Clock
Telling Time to the Hour —
Part 1
Telling Time to the Hour —
Part 2
Practice

Chapter 14 Money

Coins
Pennies
Nickels
Dimes
Quarters
Practice

1A

Chapter 1 Numbers to 10

Numbers to 10
The Number 0
Order Numbers
Compare Numbers
Practice

Chapter 2 Number Bonds

Make 6
Make 7
Make 8

Make 9
Make 10 — Part 1
Make 10 — Part 2
Practice

Chapter 3 Addition

Addition as Putting Together
Addition as Adding More
Addition with 0
Addition with Number Bonds
Addition by Counting On
Make Addition Stories
Addition Facts
Practice

Chapter 4 Subtraction

Subtraction as Taking Away
Subtraction as Taking Apart
Subtraction by Counting Back
Subtraction with 0
Make Subtraction Stories
Subtraction with Number
Bonds
Addition and Subtraction
Make Addition and Subtraction
Story Problems
Subtraction Facts
Practice
Review 1

Chapter 5 Numbers to 20

Numbers to 20
Add or Subtract Tens
or Ones
Order Numbers to 20

Dimensions Math® Scope & Sequence

Compare Numbers to 20
Addition
Subtraction
Practice
Chapter 6
Addition to 20
Add by Making 10 — Part 1
Add by Making 10 — Part 2
Add by Making 10 — Part 3
Addition Facts to 20
Practice
Chapter 7
Subtraction Within 20
Subtract from 10 — Part 1
Subtract from 10 — Part 2
Subtract the Ones First
Word Problems
Subtraction Facts Within 20
Practice
Chapter 8
Shapes
Solid and Flat Shapes
Grouping Shapes
Making Shapes
Practice
Chapter 9
Ordinal Numbers
Naming Positions
Word Problems
Practice
Review 2

1B
Chapter 10
Length
Comparing Lengths Directly
Comparing Lengths Indirectly
Comparing Lengths with Units
Practice
Chapter 11
Comparing
Subtraction as Comparison
Making Comparison
Subtraction Stories
Picture Graphs
Practice
Chapter 12
Numbers to 40
Numbers to 40
Tens and Ones
Counting by Tens and Ones
Comparing
Practice
Chapter 13
Addition and Subtraction Within 40
Add Ones
Subtract Ones
Make the Next Ten
Use Addition Facts
Subtract from Tens
Use Subtraction Facts
Add Three Numbers
Practice

Chapter 14
Grouping and Sharing
Adding Equal Groups
Sharing
Grouping
Practice
Chapter 15
Fractions
Halves
Fourths
Practice
Review 3
Chapter 16
Numbers to 100
Numbers to 100
Tens and Ones
Count by Ones or Tens
Compare Numbers to 100
Practice
Chapter 17
Addition and Subtraction Within 100
Add Ones — Part 1
Add Tens
Add Ones — Part 2
Add Tens and Ones — Part 1
Add Tens and Ones — Part 2
Subtract Ones — Part 1
Subtract from Tens
Subtract Ones — Part 2
Subtract Tens

Subtract Tens and Ones —
Part 1
Subtract Tens and Ones —
Part 2
Practice

Chapter 18 **Time**

Telling Time to the Hour
Telling Time to the Half Hour
Telling Time to the 5 Minutes
Practice

Chapter 19 **Money**

Coins
Counting Money
Bills
Shopping
Practice
Review 4

2A

Chapter 1 **Numbers to 1,000**

Tens and Ones
Counting by Tens or Ones
Comparing Tens and Ones
Hundreds, Tens, and Ones
Place Value
Comparing Hundreds, Tens,
and Ones
Counting by Hundreds, Tens,
or Ones
Practice

Chapter 2 **Addition and Subtraction — Part 1**

Strategies for Addition
Strategies for Subtraction
Parts and Whole
Comparison
Practice

Chapter 3 **Addition and Subtraction — Part 2**

Addition Without Regrouping
Subtraction Without
Regrouping
Addition with Regrouping
Ones
Addition with Regrouping
Tens
Addition with Regrouping
Tens and Ones
Practice A
Subtraction with Regrouping
from Tens
Subtraction with Regrouping
from Hundreds
Subtraction with Regrouping
from Two Places
Subtraction with Regrouping
across Zeros
Practice B
Practice C

Chapter 4 **Length**

Centimeters
Estimating Length in
Centimeters

Meters
Estimating Length in Meters
Inches
Using Rulers
Feet
Practice

Chapter 5 **Weight**

Grams
Kilograms
Pounds
Practice
Review 1

Chapter 6 **Multiplication and Division**

Multiplication — Part 1
Multiplication — Part 2
Practice A
Division — Part 1
Division — Part 2
Multiplication and Division
Practice B

Chapter 7 **Multiplication and Division of 2, 5, and 10**

The Multiplication Table of 5
Multiplication Facts of 5
Practice A
The Multiplication Table of 2
Multiplication Facts of 2
Practice B
The Multiplication Table of 10
Dividing by 2

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Dividing by 5 and 10
Practice C
Word Problems
Review 2

2B

Chapter 8 Mental Calculation

Adding Ones Mentally
Adding Tens Mentally
Making 100
Adding 97, 98, or 99
Practice A
Subtracting Ones Mentally
Subtracting Tens Mentally
Subtracting 97, 98, or 99
Practice B
Practice C

Chapter 9 Multiplication and Division of 3 and 4

The Multiplication Table of 3
Multiplication Facts of 3
Dividing by 3
Practice A
The Multiplication Table of 4
Multiplication Facts of 4
Dividing by 4
Practice B
Practice C

Chapter 10 Money

Making \$1
Dollars and Cents
Making Change
Comparing Money
Practice A
Adding Money
Subtracting Money
Practice B

Chapter 11 Fractions

Halves and Fourths
Writing Unit Fractions
Writing Fractions
Fractions that Make 1 Whole
Comparing and Ordering
Fractions
Practice
Review 3

Chapter 12 Time

Telling Time
Time Intervals
A.M. and P.M.
Practice

Chapter 13 Capacity

Comparing Capacity
Units of Capacity
Practice

Chapter 14 Graphs

Picture Graphs
Bar Graphs
Practice

Chapter 15 Shapes

Straight and Curved Sides
Polygons
Semicircles and Quarter-
circles
Patterns
Solid Shapes
Practice
Review 4
Review 5

3A

Chapter 1 Numbers to 10,000

Numbers to 10,000
Place Value — Part 1
Place Value — Part 2
Comparing Numbers
The Number Line
Practice A
Number Patterns
Rounding to the Nearest
Thousand
Rounding to the Nearest
Hundred
Rounding to the Nearest Ten
Practice B

Chapter 2 **Addition and Subtraction — Part 1**

Mental Addition — Part 1
Mental Addition — Part 2
Mental Subtraction — Part 1
Mental Subtraction — Part 2
Making 100 and 1,000
Strategies for Numbers Close to Hundreds
Practice A
Sum and Difference
Word Problems — Part 1
Word Problems — Part 2
2-Step Word Problems
Practice B

Chapter 3 **Addition and Subtraction — Part 2**

Addition with Regrouping
Subtraction with Regrouping — Part 1
Subtraction with Regrouping — Part 2
Estimating Sums and Differences — Part 1
Estimating Sums and Differences — Part 2
Word Problems
Practice

Chapter 4 **Multiplication and Division**

Looking Back at Multiplication
Strategies for Finding the Product
Looking Back at Division
Multiplying and Dividing with 0 and 1
Division with Remainders
Odd and Even Numbers
Word Problems — Part 1
Word Problems — Part 2
2-Step Word Problems
Practice
Review 1

Chapter 5 **Multiplication**

Multiplying Ones, Tens, and Hundreds
Multiplication Without Regrouping
Multiplication with Regrouping Tens
Multiplication with Regrouping Ones
Multiplication with Regrouping Ones and Tens
Practice A
Multiplying a 3-Digit Number with Regrouping Once
Multiplication with Regrouping More Than Once
Practice B

Chapter 6 **Division**

Dividing Tens and Hundreds
Dividing a 2-Digit Number by 2 — Part 1
Dividing a 2-Digit Number by 2 — Part 2
Dividing a 2-Digit Number by 3, 4, and 5
Practice A
Dividing a 3-Digit Number by 2
Dividing a 3-Digit Number by 3, 4, and 5
Dividing a 3-Digit Number, Quotient is 2 Digits
Practice B

Chapter 7 **Graphs and Tables**

Picture Graphs and Bar Graphs
Bar Graphs and Tables
Practice
Review 2

3B

Chapter 8 **Multiplying and Dividing with 6, 7, 8, and 9**

The Multiplication Table of 6
The Multiplication Table of 7
Multiplying by 6 and 7
Dividing by 6 and 7
Practice A
The Multiplication Table of 8

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The Multiplication Table of 9
Multiplying by 8 and 9
Dividing by 8 and 9
Practice B

Chapter 9 Fractions — Part 1

Fractions of a Whole
Fractions on a Number Line
Comparing Fractions with
Like Denominators
Comparing Fractions with
Like Numerators
Practice

Chapter 10 Fractions — Part 2

Equivalent Fractions
Finding Equivalent Fractions
Simplifying Fractions
Comparing Fractions — Part 1
Comparing Fractions — Part 2
Practice A
Adding and Subtracting
Fractions — Part 1
Adding and Subtracting
Fractions — Part 2
Practice B

Chapter 11 Measurement

Meters and Centimeters
Subtracting from Meters
Kilometers
Subtracting from Kilometers
Liters and Milliliters
Kilograms and Grams

Word Problems
Practice
Review 3

Chapter 12 Geometry

Circles
Angles
Right Angles
Triangles
Properties of Triangles
Properties of Quadrilaterals
Using a Compass
Practice

Chapter 13 Area and Perimeter

Area
Units of Area
Area of Rectangles
Area of Composite Figures
Practice A
Perimeter
Perimeter of Rectangles
Area and Perimeter
Practice B

Chapter 14 Time

Units of Time
Calculating Time — Part 1
Practice A
Calculating Time — Part 2
Calculating Time — Part 3
Calculating Time — Part 4
Practice B

Chapter 15 Money

Dollars and Cents
Making \$10
Adding Money
Subtracting Money
Word Problems
Practice
Review 4
Review 5

4A

Chapter 1 Numbers to One Million

Numbers to 100,000
Numbers to 1,000,000
Number Patterns
Comparing and Ordering
Numbers
Rounding 5-Digit Numbers
Rounding 6-Digit Numbers
Calculations and Place Value
Practice

Chapter 2 Addition and Subtraction

Addition
Subtraction
Other Ways to Add and
Subtract — Part 1
Other Ways to Add and
Subtract — Part 2
Word Problems

Practice

Chapter 3

Multiples and Factors

Multiples
Common Multiples
Factors
Prime Numbers and
Composite Numbers
Common Factors
Practice

Chapter 4

Multiplication

Mental Math for Multiplication
Multiplying by a 1-Digit
Number — Part 1
Multiplying by a 1-Digit
Number — Part 2
Practice A
Multiplying by a Multiple of 10
Multiplying by a 2-Digit
Number — Part 1
Multiplying by a 2-Digit
Number — Part 2
Practice B

Chapter 5

Division

Mental Math for Division
Estimation and Division
Dividing 4-Digit Numbers
Practice A
Word Problems
Challenging Word Problems
Practice B
Review 1

Chapter 6

Fractions

Equivalent Fractions
Comparing and Ordering
Fractions
Improper Fractions and Mixed
Numbers
Practice A
Expressing an Improper
Fraction as a Mixed
Number
Expressing a Mixed Number
as an Improper Fraction
Fractions and Division
Practice B

Chapter 7

Adding and Subtracting Fractions

Adding and Subtracting
Fractions — Part 1
Adding and Subtracting
Fractions — Part 2
Adding a Mixed Number and
a Fraction
Adding Mixed Numbers
Subtracting a Fraction from
a Mixed Number
Subtracting Mixed Numbers
Practice

Chapter 8

Multiplying a Fraction and a Whole Number

Multiplying a Unit Fraction
by a Whole Number

Multiplying a Fraction by a
Whole Number — Part 1
Multiplying a Fraction by a
Whole Number — Part 2
Fraction of a Set
Multiplying a Whole Number
by a Fraction — Part 1
Multiplying a Whole Number
by a Fraction — Part 2
Word Problems — Part 1
Word Problems — Part 2
Practice

Chapter 9

Line Graphs and Line Plots

Line Graphs
Drawing Line Graphs
Line Plots
Practice
Review 2

4B

Chapter 10

Measurement

Metric Units of Measurement
Customary Units of Length
Customary Units of Weight
Customary Units of Capacity
Units of Time
Practice A
Fractions and Measurement
— Part 1
Fractions and Measurement
— Part 2
Practice B

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Chapter 11 Area and Perimeter

Area of Rectangles — Part 1
Area of Rectangles — Part 2
Area of Composite Figures
Perimeter — Part 1
Perimeter — Part 2
Practice

Chapter 12 Decimals

Tenths — Part 1
Tenths — Part 2
Hundredths — Part 1
Hundredths — Part 2
Expressing Decimals as
Fractions in Simplest Form
Expressing Fractions as
Decimals
Practice A
Comparing and Ordering
Decimals
Rounding Decimals
Practice B

Chapter 13 Addition and Subtraction of Decimals

Adding and Subtracting Tenths
Adding Tenths with Regrouping
Subtracting Tenths with
Regrouping
Practice A
Adding Hundredths
Subtracting from 1 and 0.1
Subtracting Hundredths
Money, Decimals, and Fractions

Practice B
Review 3

Chapter 14 Multiplication and Division of Decimals

Multiplying Tenths and
Hundredths
Multiplying Decimals by a
Whole Number — Part 1
Multiplying Decimals by a
Whole Number — Part 2
Practice A
Dividing Tenths and Hundredths
Dividing Decimals by a Whole
Number — Part 1
Dividing Decimals by a Whole
Number — Part 2
Dividing Decimals by a Whole
Number — Part 3
Practice B

Chapter 15 Angles

The Size of Angles
Measuring Angles
Drawing Angles
Adding and Subtracting Angles
Reflex Angles
Practice

Chapter 16 Lines and Shapes

Perpendicular Lines
Parallel Lines
Drawing Perpendicular and
Parallel Lines
Quadrilaterals

Lines of Symmetry
Symmetrical Figures and
Patterns
Practice

Chapter 17 Properties of Cuboids

Cuboids
Nets of Cuboids
Faces and Edges of Cuboids
Practice
Review 4
Review 5

5A

Chapter 1 Whole Numbers

Numbers to One Billion
Multiplying by 10, 100, and
1,000
Dividing by 10, 100, and 1,000
Multiplying by Tens,
Hundreds, and Thousands
Dividing by Tens, Hundreds,
and Thousands
Practice

Chapter 2 Writing and Evaluating Expressions

Expressions with Parentheses
Order of Operations — Part 1
Order of Operations — Part 2

Other Ways to Write and
Evaluate Expressions
Word Problems — Part 1
Word Problems — Part 2
Practice

Chapter 3 **Multiplication and Division**

Multiplying by a 2-digit
Number — Part 1
Multiplying by a 2-digit
Number — Part 2
Practice A
Dividing by a Multiple of Ten
Divide a 2-digit Number by a
2-digit Number
Divide a 3-digit Number by a
2-digit Number — Part 1
Divide a 3-digit Number by a
2-digit Number — Part 2
Divide a 4-digit Number by a
2-digit Number
Practice B

Chapter 4 **Addition and Subtraction of Fractions**

Fractions and Division
Adding Unlike Fractions
Subtracting Unlike Fractions
Practice A
Adding Mixed Numbers
— Part 1
Adding Mixed Numbers
— Part 2
Subtracting Mixed Numbers
— Part 1

Subtracting Mixed Numbers
— Part 2
Practice B
Review 1

Chapter 5 **Multiplication of Fractions**

Multiplying a Fraction by a
Whole Number
Multiplying a Whole Number
by a Fraction
Word Problems — Part 1
Practice A
Multiplying a Fraction by a
Unit Fraction
Multiplying a Fraction by a
Fraction — Part 1
Multiplying a Fraction by a
Fraction — Part 2
Multiplying Mixed Numbers
Word Problems — Part 2
Fractions and Reciprocals
Practice B

Chapter 6 **Division of Fractions**

Dividing a Unit Fraction by a
Whole Number
Dividing a Fraction by a
Whole Number
Practice A
Dividing a Whole Number by
a Unit Fraction
Dividing a Whole Number by
a Fraction
Word Problems
Practice B

Chapter 7 **Measurement**

Fractions and Measurement
Conversions
Fractions and Area
Practice A
Area of a Triangle — Part 1
Area of a Triangle — Part 2
Area of Complex Figures
Practice B

Chapter 8 **Volume of Solid Figures**

Cubic Units
Volume of Cuboids
Finding the Length of an Edge
Practice A
Volume of Complex Shapes
Volume and Capacity — Part 1
Volume and Capacity — Part 2
Practice B
Review 2

5B

Chapter 9 **Decimals**

Thousandths
Place Value to Thousandths
Comparing Decimals
Rounding Decimals
Practice A
Multiply Decimals by 10, 100,
and 1,000
Divide Decimals by 10, 100,
and 1,000

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Conversion of Measures
Mental Calculation
Practice B

Chapter 10 The Four Operations of Decimals

Adding Decimals to
Thousandths
Subtracting Decimals
Multiplying by 0.1 or 0.01
Multiplying by a Decimal
Practice A
Dividing by a Whole Number
— Part 1
Dividing by a Whole Number
— Part 2
Dividing a Whole Number by
0.1 and 0.01
Dividing a Whole Number by
a Decimal
Practice B

Chapter 11 Geometry

Measuring Angles
Angles and Lines
Classifying Triangles
The Sum of the Angles in a
Triangle
The Exterior Angle of a
Triangle
Classifying Quadrilaterals
Angles of Quadrilaterals
— Part 1
Angles of Quadrilaterals
— Part 2

Drawing Triangles and
Quadrilaterals
Practice

Chapter 12 Data Analysis and Graphs

Average — Part 1
Average — Part 2
Line Plots
Coordinate Graphs
Straight Line Graphs
Practice
Review 3

Chapter 13 Ratio

Finding the Ratio
Equivalent Ratios
Finding a Quantity
Comparing Three Quantities
Word Problems
Practice

Chapter 14 Rate

Finding the Rate
Rate Problems — Part 1
Rate Problems — Part 2
Word Problems
Practice

Chapter 15 Percentage

Meaning of Percentage
Expressing Percentages
as Fractions

Percentages and Decimals
Expressing Fractions as
Percentages
Practice A
Percentage of a Quantity
Word Problems
Practice B
Review 4
Review 5

Date	Stakeholder	Venue
5/10/2024	Assemblyman John Lemondes	Camillus, NY
4/13/2024	School Choice Fair	Liverpool Library, Liverpool, NY
2/12/2024	Knights of Columbus Pasta Dinner	St Joseph Church, Weedsport, NY
1/27/2024	Republican Meet and Greet	Hilton, Auburn, NY
1/22/2024	Albany School Choice Day	Albany, NY
1/18/2024	Community Mtng	Baney Household, Auburn, NY
12/8/2023	EdCeptional Mtng	Virtual
10/26/2023	Cayuga County SCOPE Mtng	A.T. Walleys. Auburn, NY
9/19/2023	Parent PowerED NY; School Choice	Clay, NY
9/7/2023	Access Literacy Mtng	Virtual
8/31/2023	Access Literacy Mtng	Virtual
8/3/2023	Clambake	Yawger Brook Hall
7/27/2023	School Choice Mtng	Clinton, Syracuse, NY
6/12/2023	School Choice Mtng	Liverpool Library, Liverpool, NY
6/8/2023	School Choice Mtng	Petit Library, Syracuse, NY
6/2/2023	NYCSA Mtng	Virtual
5/25/2023	Cayuga County SCOPE Mtng	A.T. Walleys, Auburn, NY
2/21/2023	Knights of Columbus Pasta Dinner	St Joseph Church, Weedsport, NY

1/20/2023	Young Republican Mtng	Hilton, Auburn, NY
12/2/2022	Dinner with Hillsdale consultant	Elmira Restaurant, Elmira, NY
11/17/2022	Dr. Tom Miller, Charter Leaders Consult	Virtual
11/10/2022	Congressman Brandon Williams	Syracuse, NY
11/1/2022	Dr. Tom Miller, Charter Leaders Consult	Virtual
10/25/2022	Terrence Washington, Edtec	Virtual
10/1/2022	Women's Republican Brunch	Springside Inn, Auburn, NY
9/29/2022	FLX Analytics Consult	Virtual
9/16/2022	Golf Tournament Fundraiser	Dutch Hollow Golf Course, Owasco, NY
9/15/2022	Back the Blue Community Event	Owen's Apple Orchard, Auburn, NY
8/4/2022	Community Clambake	Yawger Brook Banquet Hall, Cayuga, NY
7/21/2022	Republican Summer Picnic	Yawger Brook Banquet Hall, Cayuga, NY
6/5/2022	Rochester Charter Consult	Eugenio Maria De Hostos, Rochester, NY
5/10/2022	Luncheon with Community Leader	New Hope Mills Restaurant, Auburn, NY
5/10/2022	Community Meeting	Baney Household in Auburn, NY
5/7/2022	Lake Ave Garage Sale	Lake Avenue in Auburn, NY
5/3/2022	Community Meeting	Baney Household, Auburn, NY
3/30/2022	Community Meeting	Baney Household, Auburn, NY
3/24/2022	Community Meeting	Baney Household, Auburn, NY

3/15/2022	Community Meeting	Mamma Maria's Pizza in Auburn, NY
2/17/2022	Community Meeting	Lakes Church, Auburn, NY
11/27/2021	Thanksgiving Parade	Auburn, NY
11/12/2021	EJ Onori, Marketing Specialist	Finger Lakes Mall, Auburn, NY
11/1/2021	EJ Onori, Marketing Specialist	Virtual
8/3/2021	Anna Hall & Michael Good, NE Charters	Virtual
7/27/2021	Michael Good, NE Charters	Virtual
7/22/2021	Republican Summer Picnic	Yawger Brook Banquet Hall, Cayuga, NY
7/8/2021	Buck Alford, School Choice Consult	CommonPlace, Auburn, NY
6/30/2021	Finger Lakes Radio Show	Seneca Falls, NY
7/5/2021	Bill Sherman, Town of Cayuga Mayor	Mrs. Henry Personal residence
7/5/2021	Doreen Henry, Community Leader, Retired School Nurse	Mrs. Henry Personal residence
7/1/2021	Maura DelFavaro & Conor O'Donnell	Tyburn Academy, Auburn, NY
6/23/2021	Jeffery Gasper, Auburn School Board Member	Pheonix Bldg, Auburn, NY
6/23/2021	Ann Marie Daum, Pres. Union Springs School Board	Auburn Eye Care, Auburn, NY
6/3/2021	Budelmenn for Court Judge Campaign Kickoff, Cayuga County DA (2007-present)	AT Wally's, Auburn, NY
5/12/2021	Jeff Pirozzolo, School Superintendent, and Sarah Cupelli, Assistant Superintendent of Curriculum and Instruction	Auburn City School District, Harriet Tubman Building, Auburn, NY
4/24/2021	Congressman Lee Zeldin Meet & Greet	Hilton Garden Inn, Auburn, NY

2/12/2021	Amanda Carder, Daycare Owner	Daycare Facility, Grant Ave, Auburn
2/10/2021	Erika Sennett, Owasco PTO President	Phone
1/30/2021	Presentation at meet and greet for Assemblyman John Lemondes	Octane Social House, Auburn, NY
1/21/2021	Phone meeting with Dan Fessenden, former Assemblyman, Head of Emerson Foundation	Phone
2/25/2020	Timothy Locastro, Auburn City Council	Dunkin' Donuts, Auburn, NY
9/14/2019	Keith Batman, Cayuga County Legislator	phone/email
5/4/2019	Cayuga County Republican Women's Brunch	Springside Inn, Auburn, NY
3/27/2019	Roberta Massarini, Cayuga County Rep Party Chair	Roberta's home
3/26/2019	Cayuga County Legislature presentation	Cayuga County Building
3/11/2019	Patrick Mahunik, Cayuga County Chair, Auburn School Board	Panera Bread, Auburn, NY
3/5/2019	Tucker Whitman, Cayuga County Legislator, Chair (2019)	Mr. Whitman's office
12/12/2018	Gary Finch	Mr. Finch's office
11/27/2018	Patrick Cameron	Mr. Cameron's office
9/14/2018	Aileen McNabb-Coleman, Cayuga County Legislator, Chair (2020)	Prison City Restaurant, Auburn, NY
3/8/2018	Pamela Helming, State Senator	NYS Senator Helming's office
1/10/2017	Jen Furnia, Head of JPPII Academy	John Paul II Academy, Cayuga, NY

2024 TRANSMITTAL AND SUMMARY FORM

Please refer to the 2024 SUNY Request for Proposals document available at <https://www.newyorkcharters.org/resource-center/applicants/> when completing this form. Contact charter.newapp@suny.edu with any questions.

Proposed School Information			
(note: If proposing multiple schools, a separate Transmittal is required for each one)			
Proposed Charter School Name: (Must include words "Charter" and "School")	Finger Lakes Classical Academy Charter School		
Education Corporation Name (if different than proposed charter school name):			
	Ed. Corp Status:	New Ed Corp	
Proposed Opening Date (Month/Year):	September 2025	School District of Location (or NYC CSD):	Auburn Enlarged City School District

Proposed Grades to be Served and Enrollment			Proposed Affiliations (if applicable)	
Charter Year	Grades	Enrollment	Charter Management Organization ("CMO"):	
Year 1	K-4	78	CMO Contact Info (Name, Phone):	
Year 2	K-5	104	Partner Organization:	
Year 3	K-6	126	Partner Contact Info (Name, Phone):	
Year 4	K-7	150	<i>NOTE: A CMO provides a majority of educational management services at a school, a partner organization is a non-profit entity that provides space or support to the school but is does not provide a majority of educational management services.</i>	
Year 5	K-8	172		

Lead Applicant(s) Contact Information					
Lead Applicant Name:	Maureen Kinney Angotti				
Applicant is a (check all that apply):	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input type="checkbox"/> District Resident	<input type="checkbox"/> SUNY Ed Corp/Charter School
Organization Name (if applicable):					
Applicant Mailing Address:					
Phone Number (direct line):		Secondary Phone Number:		Email Address:	

Secondary Applicant Name (if applicable):	Martha Rescigno				
Applicant is a (check all that apply):	<input checked="" type="checkbox"/> Parent	<input checked="" type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input type="checkbox"/> District Resident	<input type="checkbox"/> SUNY Ed Corp/Charter School
Organization Name (if applicable):					
Applicant Mailing Address:					
Phone Number (direct line):		Secondary Phone Number:		Email Address:	

Name: **Joseph Rescigno** Phone #: **315-409-3029** Email: **rescigno.j@gmail.com**

Program Design

Provide the proposed school's mission statement in the space below. **(Maximum 200 words.)**

Finger Lakes Classical Academy Charter School's mission is to train the minds and improve the hearts of young people through a classical, content-rich education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue in an orderly and disciplined environment. FLCACS believes that all students benefit from a rigorous, content-rich educational program and that it is the right and responsibility of parents to direct the upbringing and education of their children with their school as their partner in helping them fulfill this responsibility. FLCACS seeks to ground children in solid, universal, foundational skills through tried and true methods and curriculum. We offer an accessible education for children from diverse socio-economic, language, and skill-level backgrounds so that all have the opportunity to succeed and flourish. We aim to use the great ideas of the past but will also use the backing of modern scientific studies to test the ancient methods and compare them with modern ones. Students are taught with the Socratic Method, encouraging strong thinking and communication skills, fundamental to a sense of self-worth and future success. Character and virtue are emphasized as studies have shown that determination and grit are fundamental to success.

Provide the proposed school's key design elements. Provide a brief **(up to 50 words)** description of each key design element.

- The liberal arts prepare students for self-government, using a curriculum rich in literature (the Great Books), history, sciences, math, music and art, and physical education. Prompted by Socratic questioning, encouraging independent thought, students discuss the great literary works, with characters and stories illuminating human nature and the beauty of language.
- Core Knowledge is a proven content-rich and cumulative approach, integrated across subjects by grade level, building upon itself at each successive grade. The content is dense, specific, and sequenced to prepare students for future success. CK meets and exceeds the needs of students with disabilities, ELL, economically disadvantaged, and accelerated.
- Access Literacy teaches the mastery of language, reading, and spelling, using an explicit phonics approach, teaching children to read by presenting a thorough, explicit, multisensory explanation of the sound-symbol relationship for the spelling patterns of English (phonetics) and the rules and consistencies governing their use in English words (orthography).
- Latin is a foundational language for English and the Romance languages. Latin trains the mind in clear, orderly thinking and provides a background for the vocabulary of the sciences, law, and medicine. The Paideia Institute has developed a program that seamlessly incorporates the study of Latin, Spanish, and English.
- The study of chronological (to help connect the dots of history and provide perspective) history will be told through the stories (powerful way of communicating ideas) and words of primary sources and biographies (allowing for a deeper personal understanding), along with their geographical context (for a visual picture).
- The language of mathematics brings order to the physical universe. It teaches practicalities, logic, reasoning, and problem solving. Singapore math will be used to ensure a complete foundation of concepts and facts. Math will be ability grouped to help us to focus on the needs of each individual learner.
- Elementary science will be based on known facts. Biology, chemistry, and physics will begin in the lower grades. Familiarity with terminology and concepts will prepare them for future grades. Students will observe the wonder and beauty of nature, with as much hands-on practicality as possible, exploring the world around them.
- Classical education understands the importance of beauty. Visual arts and music will be taught K-8 and offered as electives in high school. Just as the great people in history and the great works of literature are essential, so are the great compositions in music and the visual arts in history.
- As the benefits of cursive handwriting have been demonstrated by recent brain science, the practice of cursive handwriting will be used at FLCACS. Studies show that cursive uses both hemispheres of the brain at the same time and increases learning.
- The study of virtuous behavior and good manners and habits, along with a uniform dress code, will produce an orderly and respectful environment, fostering academic excellence and inspiring the perseverance to work through difficult tasks. A robust code of conduct for students, teachers, staff, administrators, and parents will be expected.
- The School Leader, under board supervision, will be responsible for academics, curriculum, and daily management. The working relationship with the Business Manager, Special Education/Academic Success Coordinator, and Curriculum Leader will be an essential key to success. Teachers will be required to be knowledgeable and proficient in their coursework.

Provide a brief overview of the proposed school's academic program in the space below. The description should address any specific philosophical, instructional, curricular, or other approaches the school intends to implement and the rationale for this selection. **(Maximum 500 words.)**

Classical education has a history of over 2,500 years in the west. It began in Ancient Greece, was adopted by the Romans, faltered after the fall of Rome, made a slow but steady recovery during the Middle Ages, and was again brought to perfection in the Italian Renaissance. Its value was recognized and passed to England and from England to America. At the time of this nation's founding, classical education was still thriving.

From a research base, classical education is most closely aligned with cognitivist learning theories. These theories postulate that children generate knowledge and meaning through the sequential development of their cognitive abilities, such as the mental processes of recognition, recall, analysis, reflection, application, creativity, understanding, and evaluation. The learner requires assistance to develop prior knowledge and integrate new knowledge, supporting the Core Knowledge philosophy and the need for cultural literacy. The learner requires scaffolding to develop schema and adopt knowledge from people and their environment. The educator's role is pedagogical in that the educator must develop conceptual knowledge by managing the content. This theory relates to stages of learning where the learner solves well-defined problems through a series of stages, from the foundation to the shell structure to the details that make life beautiful. (excerpts from Seven Oaks Classical School)

To achieve our mission, FLCACS will emphasize an education in the humanities, the sciences, and the arts in several current and research-based curricula/programs, which include: the Core Knowledge Sequence, which is a specific, grade-by-grade core curriculum of common learning; Access Literacy's Literacy Essentials: The Journey From Spelling to Reading teaches children to read by presenting a thorough, explicit, multisensory explanation of the sound-symbol relationship for the spelling patterns of English (phonetics), as well as the rules and consistencies governing their use in English words (orthography); and Singapore Math which is a conceptual approach to mathematical skill building and problem-solving. Students will receive a rigorous classical liberal arts education that will align with and exceed New York State standards. Students will receive meaningful homework, and teachers will train students at all levels in intelligent, logical, and independent thinking. FLCACS's curriculum, coupled with academically appropriate supplemental programs, has proven to be successful for all students, including special needs students and English Language Learners.

FLCACS will be innovative. Students will study Latin informally in the elementary grades. Students will learn Latin roots, which improves reading comprehension and vocabulary. Students will also study history mainly through primary source documents to promote analytical skills and essential insight into their culture and heritage. Another unique aspect is the instruction in classical virtues. These will be integrated throughout the curriculum and in all grades. At FLCACS, high academic achievement, personal discipline, ethics, and personal responsibility will consistently be reinforced through academics and school culture.

Classical education upholds a standard of excellence and has proven itself over time. We believe our high standards and research-based curriculum will provide students with a rigorous and robust education that will challenge them to excel not only in academics but in character development. Students will graduate as highly literate, knowledgeable, and ethical citizens who are well prepared to be responsible members of their families, communities, and country.

Proposed Board Members

Provide a list of all proposed board members below. The Institute understands that applicants may add trustees to the education corporation's board in the future but expects applicants to have at least five board members at the time of application submission and identify a Chair, Vice-Chair, Secretary, and Treasurer. All proposed board members must undergo background checks and be present at an interview to constitute a functioning board in order for the Institute to recommend the charter for approval.

For each proposed trustee please provide a brief biographical statement (**maximum of 200 words each**) that includes each proposed trustee's:

- Name;
- Proposed charter school board title, if applicable (e.g., Chair, Vice-Chair);
- Current job title/position and company/organization;
- Past job title(s)/position(s) and company/organization (if applicable);
- Educational background including degree(s) earned and institution(s); and,
- Any relevant experience including boards, volunteering, community organizations, etc.

-Maureen Kinney (Angotti) resides in Cayuga County in Auburn and is the mother of six children. She received her B.S. from SUNY Buffalo in psychology, focusing on fine art. She spent numerous years in mental health management at both residential and outpatient facilities. She was a founding member of a local private school and served on the board of that school, where she continues to volunteer her time. Besides being the lead applicant for FLCACS, she provides the organization and coordination needed to keep moving forward with the application and start-up process.

-Martha (Mitchell) Rescigno grew up in Cayuga County, the Southern Cayuga School District, and completed her student teaching there. She has five children and currently homeschools the youngest three. She graduated from Hillsdale College with a BA in History, a Spanish minor, and a K-5 teaching certificate. She was the Director of Veritas Homeschool Cooperative for five years, where she also taught. She is currently a Co-Director of Redeeming Mondays and Redeeming Thursdays Cooperative in Liverpool, NY. She provides the knowledge and experience needed to develop a classical scope and sequence and assist in its implementation in the classroom.

-Nikki Kersbergen grew up in Onondaga County and graduated from Bishop Ludden Jr./Sr. High in Syracuse. She attended Hartwick College in Oneonta, NY and earned a BA in English and a BA in Psychology with a minor in Women's Studies. She moved to Long Island and joined Teach for America in NYC. She taught full-time at John Adams High School (a Title I school in Queens) while completing an MA in Secondary ELA Education at Brooklyn College. Nikki relocated to Wayne County in 2007. She taught high school ELA at the Experiential Center at Wayne Finger Lakes BOCES and Geneva City School District. She spent her last 2.5 years with Geneva CSD as a Teacher on Special Assignment, managing the before/after school program and over \$8 million in grants. She was recruited by the CFO of Eugenio Maria de Hostos Charter School in Rochester and has spent 3.5 years as a Teacher on Special Assignment Senior Accountant and 1.5 years as the CFO/Finance Manager. She provides the knowledge and experience necessary to apply for grants and to develop and implement a balanced budget.

-Bruce MacBain, a retired Moravia Public School Principal and Adjunct Professor at SUNY Cortland, earned his BA in Arts and Sciences from Cornell, his JD in Law and his MA in Education from Syracuse University, and his CAS in Educational Administration from Cortland State University. Bruce has raised his children in Cayuga County and is committed to the growth of our community.

-Holly Grant was a teacher for almost 20 years; Holly taught mathematics to kindergarteners through professional engineers. Her doctoral dissertation on partial differential equations spanned topics in numerical methods, parameter estimation, and asymptotic analysis. Currently, she uses data analytics to investigate the Foundation Aid Formula to find equitable funding options for all students in New York. Since the COVID-19 pandemic, she has taught U.S. Citizenship classes for Catholic Charities, volunteered at National School Choice Week's legislative day, and administered support to organizations in Syracuse, NY, that help provide basic needs for their young children.

Lead Applicant Signature

Signature:

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

NOTE: The Institute only accepts valid digital signatures or physically signed scanned copies. Please do NOT submit typed signatures. Please contact the Institute directly if you have questions





R-00a - Transmittal and Summary Form

Final Audit Report

2024-06-02

Created:	2024-06-02
By:	Daniel Angotti (dangott14@gmail.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAAw_wxFiOEIdIk_IsZdIQcJj5SNx9mkpO5Z

"R-00a - Transmittal and Summary Form" History

-  Document created by Daniel Angotti (dangott14@gmail.com)
2024-06-02 - 10:43:57 PM GMT
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-  Document e-signed by maureen angotti (angottijp2@gmail.com)
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-  Agreement completed.
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The request is not applicable.

R-01ac Community Need and Proposed School Impact

A. Community Description and Need

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

- *Describe the applicant's rationale for selecting the community;*
- *Describe founding team members' connections and ties to the proposed community of location;*
- *Provide evidence demonstrating that the proposed school would provide an educational program aligning with the goals and needs of the community. (In other words, explain why this school and why this place?);*
- *A description of the community from which the proposed school intends to draw students. Applicants should consider the "community" as those areas from which the school intends to recruit a majority of its students, which may or may not be the school district (or in New York City, the CSD) of location alone;*
- *A description of community demographics, including the demographic statistics of the student populations (e.g. race/ethnicity, poverty, students with disabilities and English language learners ("ELLs"), as well as an analysis of demographic trends. Applicants may find some of this information at NYSED's Data Site, and may include other current, reliable sources;*
- *Performance of local schools in meeting the community's needs, including discussion of the strengths and weaknesses of the public and nonpublic school options in the intended community of location;*
- *How the proposed school would provide a needed alternative for the community, including discussion of any existing charter schools in the area and how the proposed school's program is different and would provide greater educational benefit to students who would attend the proposed school; and,*

A. Community Description and Need

Per datausa.io/profile/geo/cayuga-county-ny, in 2022, Cayuga County, NY had a population of 76k people with a median age of 43.4 and a median household income of \$63,227. Between 2021 and 2022 the population of Cayuga County, NY declined from 76,644 to 76,171, a -0.617% decrease and its median household income declined from \$59,602 to \$63,227, a 6.08% increase. In 2022, the median property value in Cayuga County, NY was \$158,900, and the homeownership rate was 70%.

The 5 largest ethnic groups in Cayuga County, NY are White (Non-Hispanic) (88.4%), Black or African American (Non-Hispanic) (3.36%), Two+ (Non-Hispanic) (3.77%), White (Hispanic) (1.23%). According to U.S. Census estimates, about 2.3% of the population has Ukrainian ancestry, the highest percentage of any county in New York". (Statistic is from: https://auburnpub.com/news/local/faces-of-ukraine-refugees-in-auburn-recall-war-there-welcoming-here/article_2fe2d1b8-d972-565d-9450-8b385d05aeb1.html and <https://censusreporter.org/profiles/05000US36011-cayuga-county-ny/>).

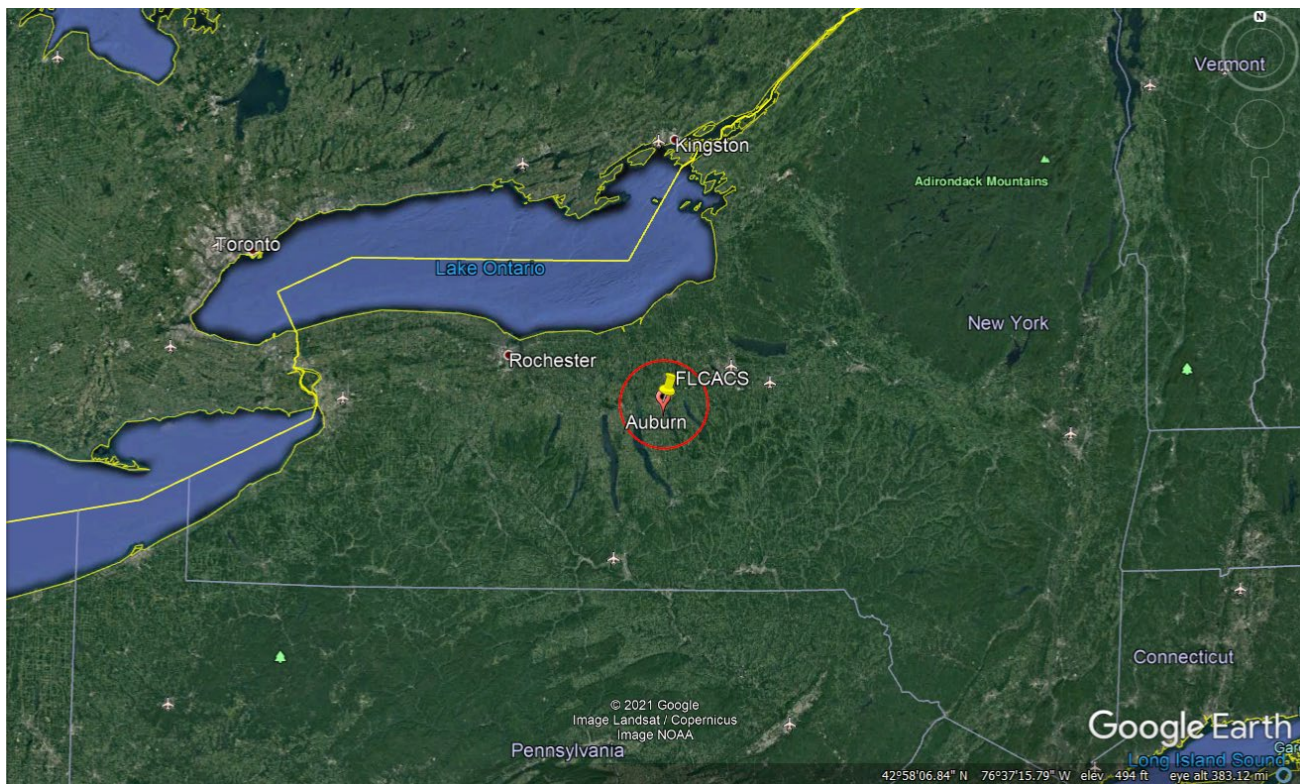
None of the households in Cayuga County reported speaking a non-English language at home as their primary shared language. This does not consider the potential multilingual

nature of households, but only the primary self-reported language spoken by all members of the household. 98.9% of the residents in Cayuga County, NY are U.S. citizens.

The largest universities in Cayuga County, NY are Cayuga County Community College (323 degrees awarded in 2022), Wells College (59 degrees), and Cayuga Onondaga BOCES-Practical Nursing Program (21 degrees).

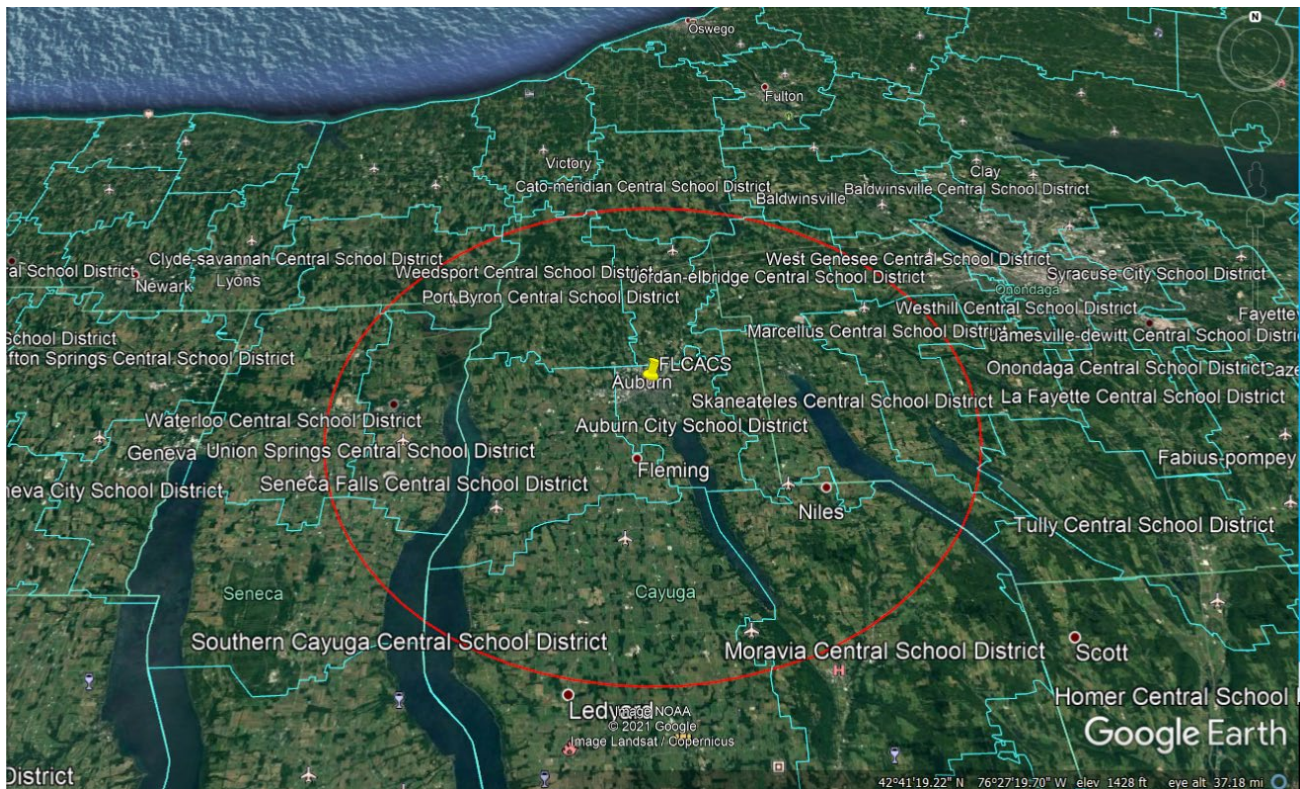
Finger Lakes Classical Academy Charter School will be located in Auburn, NY (2022 pop. – 26,674) in the center of Cayuga County (2022 pop. – 76,171), a rural farming community in the eastern portion of the Finger Lakes region. It is bordered on the west by Seneca County (2022 pop. – 33,651), another rural area, and on the east by Onondaga County (2022 pop. - 472,637), which while home to Syracuse (2022 pop. – 146,134), has vast areas of farmland on the west side bordering Cayuga County.

Industry in the area is mostly agricultural and tourist-based, with the vast rural area being utilized by many farmers, as well as tourist attractions such as the William H. Seward House and the Harriet Tubman House. According to the 2023 Poverty Report from the New York State Community Action Association, 13.5% of Cayuga County, New York's population lives below the poverty line, which is higher than the national average of 12.6%. Rural distances, a lack of educational options, and poverty make it difficult for families to find alternatives to public schooling. A lack of infrastructure, where broadband internet is still missing in many areas, made the Covid-19 shutdowns even more strenuous for students trying to keep up with their education.



While the home district of FLCACS is the Auburn Enlarged City School District, our 15-mile radius outreach comprises 13 different school districts. These districts are as follows:

Auburn City School District
Port Byron CSD
Clyde-Savannah CSD
Jordan-Elbridge CSD
Seneca Falls CSD
Cato-Meridian CSD
Weedsport CSD
Southern Cayuga CSD
Union Springs CSD
Moravia CSD
Skaneateles CSD
Marcellus CSD
West Genesee CSD



The majority of our students, approximately 65%, will come from four districts: Auburn, Port Byron, Clyde-Savannah, and Jordan-Elbridge. These districts have a combined ranking in the 23rd percentile, with three out of the four having a combined ranking in the 16th percentile. (*Statistics are from <https://data.nysed.gov/> and www.schooligger.com*).

In 2021, these four districts also had an average of 54% of their students listed as economically disadvantaged, and 16% with Special Educational needs.

District	Enrollment	Students with Disabilities	Disabilities Percentage	Economically Disadvantaged	Economically Disadvantaged Percentage
Auburn City SD	3788	667	18%	2412	64%
Port Byron CSD	713	116	16%	643	90%
Clyde-Savannah CSD	734	131	18%	436	59%
Jordan-Elbridge CSD	1073	194	18%	492	46%
Total	6,308	1,108	70%	3,983	259%

95% of the FLCACS enrollment comes from 10 of the 13 districts, these ten districts have an average of 50% economically disadvantaged and 15% with Special Educational needs.

Incorporating all thirteen districts results in 40% economically disadvantaged and 14% with Special Educational needs. Even with the success of the last three districts, Skaneateles, Marcellus, and West Genesee, we have still received interest from those areas.

Description of Specific Population FLCACS Intends to Serve

The proposed school will serve families within approximately a 15-mile radius of FLCACS, targeting a population including:

- Economically disadvantaged
- Academically struggling
- Families seeking a tuition-free school choice option with high academic achievement
- Students with disabilities
- English language learners whose parents are employed on area farms

As stated above, the four districts that will make up 2/3 of our student population come from an economically disadvantaged segment. It also comprises an academically struggling segment. Our classical education model, utilizing Singapore Math, providing for Latin and Spanish, and placing an emphasis on phonics-based learning will be a tremendous aid to those students having a difficult time attempting to succeed in the typical district's curriculum and environment.

General Proficiency in all student populations in these four districts are below the New York State levels:

Proficiency Scores of All Students Grade 3-8 ELA & Math

Assessment	Auburn	Port Byron	Clyde-Savannah	Jordan-Elbridge	NYS
2022 ELA	26%	32%	19%	43%	47%
2022 Math	28%	N/A	11%	36%	41%
2023 ELA	26%	35%	17%	37%	48%
2023 Math	35%	40%	17%	44%	52%

Needed Alternative / Rationale for Selecting Community

Due to spacing concerns, the Covid-19 pandemic impacted public schools more than the smaller private schools, resulting in more shutdowns and virtual learning for public school students. This has resulted in more interest in private schools as many students and parents have preferred in-person teaching over virtual teaching. John Paul II Academy, an Elementary and Middle School in the area more than doubled their enrollment in 2020-2021. Tyburn Academy and St. Albert the Great, two Catholic Schools in the Auburn District also increased in size. Truxton Academy, one of the closer charter schools to us, also saw an increase in interest.

While we have worked with Truxton Academy Charter School in developing our plans, they are in a different area (Cortland County, NY) and have a different academic focus, the rural farming industry. There are charter school options in Ithaca, Rochester, and Syracuse as well. The closest of these charter school options, and yet still at a significant traveling distance, is in Syracuse. As such, this area is a charter school desert. Combined with the number of economically disadvantaged students and the lack of academic performance in the area, our belief is that the need for a charter school alternative is great. This is the reason why we chose this community.

While acknowledging the few religious private schools in our area that saw an increase in enrollment since the Covid pandemic, we do not necessarily feel that our presence will have an impact on them. Most families are specifically choosing them due to their religious foundation and will likely continue. In our public outreach events, this population expressed support but did not indicate they would make a charter choice due to the lack of religious instruction. Also, we are offering a tuition-free education that aids not only the economically disadvantaged community, but the lower middle class as well. The current private school families are the ones who can afford tuition.

The Auburn area is very much a middle-income, working-class community. At its center is a maximum security prison, the Auburn Correctional Facility, which employs over 1,000 people. The Cayuga Correctional Facility is also nearby in Moravia, a district that touches our 15-mile radius, as well as Five Points Correctional in Seneca County. The middle and lower-income population is not normally able to attend tuition-based schools. Although the increase in private school attendance does show a trend in parents looking for more alternatives, homeschooling with two parents working and private tuition options are unrealistic for most. Research has documented how incarceration exacerbates the disadvantages experienced by those who are incarcerated, such as inadequate education and vocational skills.

Undereducated and lower-skilled workers are overrepresented in prisons. Imprisonment leads to employment history gaps, diminishes social networks that can assist in a job search after release, and creates stigma and restrictions that become barriers to getting hired. A majority of communities from which individuals are arrested and subsequently incarcerated, as well as return, are low-income areas. This includes Cayuga County. These communities often do not have the capacity to assist their residents in areas of mental health, substance use disorder treatment, employment opportunities, healthcare, and housing. Many former prisoners return to communities to live alongside other former prisoners or where their families established themselves during their incarceration.

Onondaga and Cayuga County are two areas with some of the largest Ukrainian populations in the nation. Auburn, NY, specifically, has become a safe haven from war for Ukrainian migrants. From Ukrainian migrants escaping the brutality of Hitler's reign during and post World War II, to newer faces, escaping the ongoing Ukrainian War, who were welcomed with open arms by the already existing and strong Auburn Ukrainian community. The Ukrainian Catholic Church is still thriving, although their school of 72 years, closed due to financial stress. The church's priest, Father Vasile, "has been a beacon for those living through the war in Ukraine, guiding 31 refugees from their beloved homeland to his community in Auburn, New York" (Dolgin, 1). The classical curriculum's, and specifically Access Literacy, focus on phonics would be an asset to any English language learner. <https://centralcurrent.org/how-a-central-new-york-city-became-a-safe-haven-from-war/>

The Booker T. Washington Community Center, established in 1927 "to serve as a community resource for the African-American community"; is a treasured establishment that continues to serve over 700 youth from grades K-12. The center offers before and after-school programs (an opportunity for outreach and collaboration) and "serves as a community summer food site for the Food Bank of Central New York". <https://btwcc.org/history/> The local YMCA also offers before and after school services, many onsite at the schools. This would be an opportunity for one of the FLCACS's teachers to offer homework assistance directly to students.

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 geographic area, including whether these schools have open enrollment options for students and if so at which grade levels;*
- *Information demonstrating a thorough analysis of existing educational options for the community and target population that considers ongoing demographic changes and trends and attempts to project their impact on enrollment at nearby public and nonpublic schools;*
- *Analysis of how the proposed school's enrollment plan would impact the academic programs, enrollment, and overall viability of the public and non-public schools; and,*
- *If proposing to replicate and add a school to an existing education corporation, also discuss the programmatic impact on the existing school(s) within the education corporation including if the new school would facilitate or necessitate changes to the existing school(s)' academic program, enrollment, or overall viability.*

FLCACS is expecting to pull 30% of its enrollment from the Auburn City School District, 20% from the Port Byron Central School District and the balance of the enrollment spread over the other eleven districts. Those eleven break out as follows: 8% from Clyde-Savannah, 7% each from Jordan-Elbridge and Seneca Falls, 5% each from Cato-Meridian and Weedsport, 4% each from Southern Cayuga, Union Springs, and Moravia, and the final 6% from Skaneateles, Marcellus, and West Genesee.

Auburn has the largest number of schools available, with 7 being part of the public school system. The other four are split into 2 Montessori schools and 2 Catholic schools that are affiliated together, one being the elementary school and the other being the middle/high school.

Port Byron, the district we expect to pull 20% of our population from, has two schools making up their public system and the private school is a Mennonite school.

The breakdown of each district's number of schools from 2021 can be found on the following page:

<u>District</u>	<u>Grades</u>	<u># Elementary Schools</u>	<u># Middle Schools</u>	<u># High Schools</u>	<u># Alt. Schools</u>
Auburn Enlarged CSD	K-12	5	1	1	4
Port Byron CSD	PK, KG-12	1	1	1	1
Clyde-Savannah CSD	PK, KG-12	1	1	1	1
Jordan-Elbridge CSD	PK, KG-12	1	1	1	0

Seneca Falls CSD	K-12	2	1	1	1
Cato-Meridian CSD	PK, KG-12	1	1	1	0
Weedsport CSD	PK, KG-12	1	1	1	0
Southern Cayuga CSD	PK, KG-12	1	1	1	1
Union Springs CSD	PK, KG-12	1	1	1	4
Moravia CSD	PK, KG-12	1	1	1	0
Skaneateles CSD	K-12	1	1	1	0
Marcellus CSD	K-12	1	1	1	0
West Genesee CSD	K-12	4	2	1	0

The private schools in the area (alternative schools) total ten schools, consisting of 8 religious institutions and two Montessori schools. Of the eight religious schools, two are Seventh Day Adventist schools, two are Mennonite Schools, and the other four are non-denominational Christian, however, three of those four are Catholic and accept all religions. Those schools are listed below:

<u>Alt. School List</u>	<u>Grades</u>	<u>District</u>	<u>Enrollment</u>
Creative Minds Montessori	PK-8	Auburn	35
Montessori of the Finger Lakes	PK-6	Auburn	42
St Albert the Great	K-6	Auburn	65
Tyburn Academy of Mary Immaculate	7-12	Auburn	72
Seneca Bible Baptist Christian School	K-12	Seneca Falls	16
Peachtown Elementary	K-8	Southern Cayuga	23
Frontenac SDA Elementary School	1-8	Union Springs	10
Union Springs Academy (SDA)	9-12	Union Springs	81
St John Paul II Academy	K-9	Union Springs	35
Cayuga Mennonite School	1-8	Union Springs	47
Conquest Parochial School (Mennonite)	1-8	Port Byron	43
Clyde Mennonite Parochial School	1-8	Clyde	39

The impact on the existing student population is minimal, with less than 0.5% coming from the current elementary population in the 13 districts, with 0.8% coming from Clyde-Savannah, and 2% coming from Port Byron. Our home district of Auburn only impacts less than 0.6% of the student population.

These percentages do not take into account the Alternative School population, but this population is extremely small. While most of the private schools have open enrollment, four of the ten do not have open enrollment. The Mennonite schools and Seventh-Day Adventist schools are both closed religious communities.

We expect our impact on the private schools to be minimal, specifically because most individuals who are currently attending religious education are looking to continue having the religious aspects of the curriculum included, which is not a part of FLCACS. We have met with the Catholic School administrators that cover three of the schools in the area, Tyburn Academy/St. Albert the Great, and St. John Paul II. All of these conversations resulted in a consensus that the addition of FLCACS would not only NOT have a major impact on their population, but also could increase their attendance as the availability of school choice and the awareness and success of classical education would disseminate throughout the general public. While not committed to being fully classical, these Catholic schools have a classical approach and some classical curriculum choices within specific classes, as well as an understanding and value of classical education.

C. Fiscal Impact

The Act requires an applicant to provide “an assessment of the projected programmatic and fiscal impact of the school on other public and nonpublic schools in the area.”¹⁶ Complete the fiscal impact table in the budget template (found in the Applicant Resource Center of the Institute’s website) and include a copy with this response. Discuss the fiscal impact of the school on other public and non-public schools in the area including:

- ***Enrollment expectations;***
- ***Per Pupil Allocation assumptions using the most recent school per pupil aid, available on NYSED’s website;***
- ***Dollar amounts the proposed school anticipates receiving from each anticipated sending district in per pupil funding;***
- ***Other projected revenue the proposed school anticipates receiving from the district (special education, grants, etc.);***
- ***Projected budget for the school district of location (please note the source and year for this figure); and,***
- ***Yearly projected impact as a percentage of each sending district’s budget (for districts projected to send at least ten students).***

For the Fiscal Impact on the community schools, please see the next two pages with specific impact information on the two main districts FLCACS will be servicing:

Largest Enrollment District: AUBURN CITY SD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for AUBURN CITY SD School District	Projected Impact (% of District's Total Budget)
Year 1 (2024-25)	22	12,158	267,480	22,523	290,002	104,404,172	0.278%
Year 2 (2025-26)	32	12,304	393,730	36,694	433,424	104,404,172	0.415%
Year 3 (2026-27)	40	12,452	498,069	52,685	550,754	104,404,172	0.528%
Year 4 (2027-28)	48	12,601	604,854	56,609	661,463	104,404,172	0.634%
Year 5 (2028-29)	56	12,752	714,132	68,532	782,664	104,404,172	0.750%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:				chrome-extension://efaidnbmninnibpcapjpcglclefindmkaj/ https://www.aecsd.education/tfiles/folder1450/Budget%20Expenditures%20%20%26%20Budget%20Statement.pdf			

Second Largest Enrollment District: PORT BYRON CSD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for PORT BYRON CSD School District	Projected Impact (% of District's Total Budget)
Year 1 (2024-25)	16	12,541	200,651	12,847	213,498	24,867,816	0.859%
Year 2 (2025-26)	18	12,691	228,441	17,095	245,536	24,867,816	0.987%
Year 3 (2026-27)	22	12,843	282,557	26,523	309,079	24,867,816	1.243%
Year 4 (2027-28)	28	12,998	363,933	30,266	394,199	24,867,816	1.585%
Year 5 (2028-29)	34	13,154	447,222	40,942	488,164	24,867,816	1.963%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:				chrome-extension://efaidnbmninnibpcapjpcglclefindmkaj/ https://www.pbcschools.org/site/handlers/filedownload.ashx?moduleinstanceid=417&dataid=1600&FileName=PortByron_Budget_Newsletter_2024-25-9.pdf			

As stated above, we do not expect to have a Fiscal impact on the nonpublic schools in the community as we do not anticipate many students coming from their ranks.

R-02ab Addressing Need

A. Mission

Provide the mission statement for the proposed school. The mission statement should be brief, clear, and communicate the purpose of the proposed school to its stakeholders and the public.

Our Mission Statement:

Finger Lakes Classical Academy Charter School's mission is to train the minds and improve the hearts of young people through a classical, content-rich education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue in an orderly and disciplined environment. FLCACS believes that all students benefit from a rigorous, content-rich educational program and that it is the right and responsibility of parents to direct the upbringing and education of their children with school as their partner in helping them fulfill this responsibility. FLCACS seeks to ground children in solid, universal, foundational skills through tried and true methods and curriculum. We offer an accessible education for children from diverse socio-economic, language, and skill-level backgrounds so that all have the opportunity to succeed and flourish. We aim to use the great ideas of the past, but will also use the backing of modern scientific studies to test the ancient methods and compare them with modern ones. Students are taught with the Socratic Method, encouraging strong thinking and communication skills, fundamental to a sense of self-worth and future success. Character and virtue are emphasized as studies have shown that determination and grit are fundamental to success.

Source: <https://www.elitecme.com/resource-center/rehabilitation-therapy/grit-defining-it-and-how-it-can-lead-to-success>

B. Key Design Elements

Provide a clear and concise overview of the proposed school's key design elements, which are the most important, non-negotiable aspects of the school critical to its success. This may include elements such as a specific subject focus or theme (e.g. the arts, environmental science, social justice, etc.), specific targeted student population the school would serve (e.g. students with autism, multi-language learners, overage and under-credited students, etc.), specific programs (e.g. career and technical education, International Baccalaureate, etc.), unique staffing models, schedules, assessment systems, and so forth.

In addition to a list of the proposed key design elements, please include:

- *An analysis of any research, evidence of effectiveness, or examples of existing programs that support the selection of these key design elements with appropriate citations;*
- *Discussion of how the school will determine if it is effectively executing its key design elements in a way that is aligned with its mission; and*
- *Discussion of how the key design elements address the specific needs identified in Request 1.*

The key design elements are outlined to implement important objectives highlighted in the New York Charter Act (Education Law 2850(2)).

- Finger Lakes Classical Academy Charter School will offer a classical education in the liberal arts and sciences, with the firm belief that a well-rounded, liberal arts curriculum prepares students for self-government, which is the foundation of a free and happy society. Classical Education offers a curriculum rich in literature, history, sciences, math, music and art, and physical education. Strongly associated with classical education is the tradition of the “great books.” Students, prompted by the Socratic questioning of their teachers, will discuss the great literary works that have withstood the test of time. These characters and stories illuminate human nature and the beauty of language. The Socratic Method encourages critical thinking and independent thought, both indispensable to future well-being.
- Finger Lakes Classical Academy Charter School will use the Core Knowledge sequence in grades K-4 (with the intent to expand K-8). Core Knowledge is a proven content-rich and cumulative approach developed by Dr. E.D. Hirsch, Jr.. Content is integrated across subjects by grade level and builds upon itself at each successive grade. The content is dense, specific, and sequenced to prepare students for future success in higher levels of education. Core Knowledge meets and exceeds the needs of students, including those with disabilities, those with English as a new language, and both those from economically disadvantaged families as well as accelerated students whose need for additional stimulation has proven to produce poor academic performance.

Sources: <https://www.ica hncharterschool4.org/>

<https://www.coreknowledge.org/our-approach/results-research/>

- Finger Lakes Classical Academy Charter School will promote the mastery of language first in reading and spelling, using an explicit phonics approach offered in the Access Literacy program. The Journey From Spelling to Reading “teaches children to read by presenting a thorough, explicit, multisensory explanation of the sound-symbol relationship for the spelling patterns of English (phonetics), as well as the rules and consistencies governing their use in English words (orthography).” During the K-2 years, students are taught basic grammar, which supports sentence writing that is used to support reading comprehension. The goal in K-2 is to have students writing sentences with a level of complexity that will lead them easily into the texts at their reading level. The research of Orton and Gillingham has also demonstrated success in English language learners and students with disabilities through multisensory instructional approaches. Recent studies have shown that the Heggerty method, which focuses on phonemic awareness skills and is rooted in the Kilpatrick method (David Kilpatrick *Equipped for Reading Success*), has been successful in preparing the brain to take in language. It will be used as a daily warm-up for the younger grades.

Sources:

https://www.accessliteracy.com/files/ugd/777d8a_cf7a4317e69646d3b3c5ffe78dde0dc_b.pdf

- The highly structured language of Latin will begin being taught in 3rd grade, after phonics has been established, and formal Latin will commence in 6th grade. The benefits of Latin have been nearly forgotten and we will seek to revive them. Latin is a foundational language for half of English and nearly the entirety of the Romance languages. Latin trains the mind in clear, orderly thinking and provides a background for the vocabulary of the sciences, law, and medicine. The Paideia Institute, out of NYC, has developed a program that seamlessly incorporates the study of Latin, Spanish, and English. This program also teaches the history and mythology of Ancient Greece and Rome and has been showing great (even surprising) social and emotional benefits among students. We anticipate students from English and Spanish-speaking backgrounds and intend to unite them in part with this curriculum.

Source: <https://www.memoriapress.com/articles/top-10-reasons-studying-latin/>

- The study of chronological history will often be told through the stories and words of primary sources, along with their geographical context. Actual biographies, the building blocks of history, will be studied from kindergarten through high school. The words of the greatest people and the crucial moments in history will be brought to life in the classroom. Chronology helps students to understand how people, places, ideas, and events are connected in history. It also allows students to develop a better sense of perspective when studying history. Stories are a powerful way of communicating ideas, highlighting our experiences, making sense of what we know, and creating continuity. We learn by both hearing and telling stories. Primary sources help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events.

- The language of mathematics is a key element of classical education. It brings order to the physical universe. In addition to the practicalities of mathematics, it teaches logic, reasoning, and problem-solving. Finger Lakes Classical Academy Charter School will use Singapore math in the early grades to ensure a complete foundation of concepts and facts. Math will be ability grouped by taking a placement exam to determine proficiency level. This will help us to focus on the needs of each individual learner, addressing the issues that have arisen in the low proficiency score levels at the existing school districts. Sustained reasoning will be the preferred method in the upper grades, rather than calculators.
- Elementary science will be based on known facts. Biology, chemistry, and physics will begin in the lower grades. Familiarity with terminology and concepts will prepare them for the demands of high school sciences. Students will observe the wonder and beauty of nature, with as much hands-on practicality as possible, exploring the world around them.
- Classical education understands the importance of beauty. The fine arts of visual arts and music will be taught K-8 and offered as electives in high school. Just as the great people in history and the great works of literature are essential, so are the great compositions in music and the visual arts in history. The arts connect the present-day creative spirit to the past in order to convey the very story of what it is to experience the world and to be human.
- As the benefits of cursive handwriting have been demonstrated by recent brain science, the practice of cursive handwriting will be used at FLCACS. Studies show that cursive uses both hemispheres of the brain at the same time and increases learning.

Source: <https://www.memoriapress.com/articles/top-10-reasons-to-learn-cursive/>

- The mission of Finger Lakes Classical Academy Charter School is one of serious academic pursuit, with the belief that all students benefit from a rigorous, content-rich curriculum. The study of virtuous behavior and good manners and habits, along with a uniform dress code, will produce an orderly and respectful environment. This environment fosters academic excellence and inspires the perseverance to work through the most difficult of tasks. The end goal of classical education is happiness, the kind of long-lasting happiness found in truth, goodness, and beauty. A robust code of conduct for students, teachers, staff, administrators, and parents will be expected. The school and parents will be partners. Parents have the responsibility of raising and educating their children. The school is responsible for helping parents fulfill their responsibility.
- The School Leader of Finger Lakes Classical Academy Charter School will be under the direct supervision of the board of directors and accountable to them for the school's performance. The School Leader will be responsible for academics, curriculum, and daily

school management. The working relationship between the School Leader, Business Manager, Special Education/Academic Success Coordinator (SEAC), and Curriculum Leader will be an essential key to success. All teachers will be required to be both proficient in their coursework and knowledgeable, through academic study and/or real-world experience. The board of directors will be a governing board responsible for the financial success of the school.

- The educational philosophy of Finger Lakes Classical Academy Charter School is largely derived from the following books:

Cultural Literacy by E.D. Hirsch, Jr.

Why Johnny Can't Tell Right from Wrong by William Kilpatrick

The Schools We Need and Why We Don't Have Them by E.D. Hirsch, Jr.

The following purposes will address our local needs:

- Improve learning for all students and close the achievement gap: FLCACS will be open to all students in our community and anticipates a diverse group of families gravitating to the school for a variety of reasons, including looking for ways to close achievement gaps existing in the county's schools. By using the NYS charter system's equitable enrollment policies that do not limit who can apply, FLCACS plans to address the complete lack of affordable school choice in our area. By offering a classical curriculum, a diverse and equitable student body will have equal opportunities for achievement and growth. Each student will be provided the opportunity to learn in a challenging and supportive educational environment.
- Provide options for parents: A September of 2021 report released by the National Parents Union shows a growing demand for charter schools nationwide. Of the 42 states included in the analysis, charter school enrollment increased from the 2019-2020 school year to the 2020-2021 school year by 7%, while overall enrollment in public schools decreased by 3.3%.

(National Parents Union- Polling

<https://nationalparentsunion.org/category/polling/>)

In a May 2022 survey conducted by the Harris Poll, "Never Going Back: An Analysis of Parent Sentiment of Education," the results of more than 5,000 parents were analyzed by the National Alliance for Public Charter Schools. Findings included that 93% of parents value educational choice and agree that one size does not fit all students. 77% of parents cited safety as an essential element in choosing a school for their child if given the chance. 74% of parents reported that they would consider sending their child to a charter school if it were available and even among those who would not choose a charter school, 84% agreed that a school district should make the choice available for families who would.

- Create new professional opportunities for teachers: Working in an environment of high expectations and mutual respect will help teachers realize the power of their vocation. Throughout the school year, teachers and administrators continue to develop skills and techniques while learning new and important information from State resources.

Administrators and teacher teams will identify the specific needs of the school staff and faculty and will incorporate state, county, local or national resources at pre-planned Professional Development Days, where curricular, instructional, and data-collection/interpretation sessions will focus on meeting the specific needs of FLCACS's students.

- Afford parents substantial, meaningful opportunities to participate in the education of their children: Eighty percent (80%) of parents surveyed by the National Parents Union during the 2020-2021 school year expressed a desire to engage schools with more input and feedback. Parent engagement, feedback, and support are of great importance to FLCACS. According to the National Alliance for Public Charter Schools (NAPCS), many parents were dissatisfied with their students' experiences during the pandemic and that dissatisfaction led them to learn more about the other educational options available to them. Beginning with informational meetings and continuing through the admission process and planned school year, it is the intent of FLCACS to provide ample opportunity for families to get and stay involved in the school community. To help achieve this, FLCACS will be sensitive and responsive to the need for multilingual communications, unconventional meeting times (weekends or evenings), high-interest educational family programs, and other potential accommodations to meet the needs of families (such as care for small children during parent meetings, parent-teacher conferences, etc.)

R-03ad Proposal History

a. Applicant Information

Indicate whether the applicant is a parent, teacher, administrator, and/or community resident as required by the Act or, if a board chair of an existing SUNY-authorized education corporation, indicate "Education Corp./Charter School." Provide a brief biographical description for the applicant(s) including relevant background experience and educational background. Provide a description of the applicant's knowledge of and relationship to the community in which the proposed school would be located.

A. Applicant Information:

The lead applicants are Maureen Kinney (Angotti) and Martha Rescigno.

Maureen Kinney (Angotti) has called Cayuga County her home since 3rd grade. She earned her BA in psychology from SUNY at Buffalo and shortly thereafter began a career working in residential treatment facilities and outpatient mental health programs. She provided contract work with child protection and prevention services and probation in office, home, and school settings. She administered clinical evaluation, advocacy, and supervision of direct care workers.

After spending 17 years working in mental health with children and families, she resigned to stay home full-time with her six children. While raising them, Maureen spent much volunteer time at their schools. Seeing the deficits, as well as what works, she felt strongly about the need for classical education; a style of education for all children that she had been exposed to and learned about through like-minded friends.

Maureen was on the founding board of a local private school and taught there for numerous years. She has visited multiple charter schools both in the area and outside of New York State. She has been recruiting board members and educating the community about classical education for several years. Her belief in the FLCACS mission has generated a dedication to making it happen in our community.

Martha Rescigno grew up on a farm in Cayuga County, where her parents and much extended family still reside. She graduated from Hillsdale College in December of 2000 with a BA in History, a Spanish minor, and a K-5 teaching certificate. While a student at Hillsdale, she worked as a research assistant in the History Department. She studied E.D. Hirsch, explicit phonics instruction, problems in education, educational philosophy, and educational psychology under the Education Department. She loved her Hillsdale experience and her time spent observing at the Hillsdale Academy. She completed her student teaching in her

own Southern Cayuga County elementary school, but later found it difficult to find a similar education in the Central NY area for her own children.

In 2003, using her classical background, Martha began to homeschool as well as assist other local homeschool families. She is still homeschooling three of her five children, as the older two have gone on to college after being homeschooled through 12th grade. In addition, she has helped many others learn to homeschool with the classical method. Martha was the Director of Veritas Homeschool Cooperative for five years, where she also taught. She is currently Co-Director of Redeeming Mondays & Thursdays Cooperative in Liverpool, NY, which currently serves close to 200 K-12 students.

Having dedicated her personal and professional life to the idea of spreading classical education as far as possible throughout the broken American education system; Martha will put all of her classical education background and years of finely developed skills to work to help achieve those goals in Auburn, NY.

B. Proposal History:

Describe the genesis of the proposal, 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. If the proposed school is similar to or a replication of an existing school inside or outside of New York State, the response should address how the founding group made the decision to replicate the school and address any changes proposed from the original school model.

The quest to support school choice options and offer classical education to Auburn, NY and its surrounding communities began when a local parochial school that had been open for 72 years suddenly closed. A small group of parents dedicated to the belief that parents are the primary educators of their children began to form. The reality of limited school choices for the children of our community needed to be addressed. A need already existed with many area families unable to afford tuition at the few private options left, the one that closed being the most affordable.

Our initial group included people well-versed in the beauty of the classical curriculum. When Martha Rescigno joined the group, with her classical higher education and her tremendous experience implementing classical education at the K-12 level, our commitment and determination grew. Three members, Maureen Angotti, Erin Bethelmy (a teacher and concerned parent in the community), and Brett Grant (a concerned young man seeking his master's degree from Cornell

University and interested in helping to develop an alternative to the typical public school), visited Livingston Classical Academy in Michigan. They also participated in charter school in-services at Hillsdale College, discussing the policies required for proper board management. Maureen Angotti visited Atlanta Classical Academy Charter School in Georgia. Steve Duffy, an educator, BOCES School Administrator and board consultant, and Maureen Angotti visited Truxton Academy Charter School in Truxton, NY. Maureen Angotti and Martha Rescigno visited Southside Academy Charter School and Syracuse Academy of Science & Citizenship Charter School in Syracuse, NY. Before COVID-19 shut them down we had planned on visiting the OnTech Charter School in Syracuse, NY and the South Bronx Classical Charter Schools outside of NYC. Since then, Martha has been researching and communicating with the South Bronx Classical, Icahn Charter School, and Hellenic Classical Charter Schools.

In the beginning, as we learned about the development of other charter schools, we realized how imperative the need for community outreach was and began holding open house meetings with the community and also presenting our concept to many of the local elected officials and community leaders. After a presentation to the County Legislature, one of the community leaders, Roberta Massarini, joined our board. Roberta's background in the community and local politics allowed us to reach out to more and more officials and helped to keep us abreast with events in and around the area.

Community Outreach and awareness had just begun to grow when COVID-19 struck. With public events no longer being an option, we focused on the recruiting necessary for legal, financial, and accounting expertise. We also continued the relationships we had developed with community leaders, politicians, local homeschoolers, and concerned parents who had responded to our events and social media. Tiffany Toedt, a mental health counselor for at-risk youth and families, particularly in school settings, who had been a part of the development since conception, took charge of the social media aspects of the program. Roberta Massarini introduced us to Bobby Massarini, a business and management consultant, who was able to provide the financial and accounting expertise we needed to move forward with the application process.

Later, Nikki Kersbergen joined our group. Nikki is the board treasurer. She grew up in Liverpool and North Syracuse. She attended Catholic schools from grade one through graduation. She has been in education for the last 19 years: 12 years teaching high school ELA, six years as a Teacher on Special Assignment as Grant Coordinator, and the last year and a half as a Finance Manager at Eugenio Maria de Hostos Charter School. She has been working in the Finance Department of a

charter school in Rochester for the past five years. Nikki has her School District Leader Certification and School Building Leader Certification through the University of Rochester. She is currently finishing her School District Business Leader Certification through SUNY Brockport (May 2023). Nikki read about the Charter's initial application in The SUNY Charter School Institute's bi-weekly update and reached out to Maureen to see if she needed any help reviewing and editing their application for resubmission.

Next, Garret Komarisky, a public school teacher with a master's in curriculum and instruction development, offered his assistance with Finger Lakes Classical Academy's educational curriculum and coordinated it with the Next Generation Learning Standards. His wife, Annie Komarisky, having been classically educated K-12 as well as her undergraduate degree, has also offered her valuable expertise to guarantee that our curriculum standards not only matched but exceeded those currently offered in the public venue. Unfortunately, Garret, although still strongly believing in the FLCACS mission, feels he cannot continue with his current family needs. He will be missed.

Dr. Holly Grant joined our growing team. As a teacher for almost 20 years, she has taught mathematics to kindergarteners through professional engineers. She uses data to systematically investigate the Foundation Aid Formula and to find equitable school funding options for all students. She has taught U.S. Citizenship classes, brought school families to Albany for National School Choice Week's legislative day, and administered support to organizations aiding young mothers and their children.

In the process of the application, Martha Rescigno introduced the group to Ellen Eagen, an educational attorney experienced in charter school development and currently working with the SUNY Charter Institute.

Truxton Academy, having successfully navigated the application process, was more than willing to be of assistance to us. We have received and are grateful for a tremendous amount of generous advice from Tom Brown, the board treasurer of Truxton Academy.

Most recently, Bruce MacBain was added to our board. He had heard about our quest for a local charter and wanted to find out more. He reached out to Maureen via email and the more he learned, the more he wanted to be involved.

Auburn resident and father of three, Andrew Mioni, has also been of tremendous assistance as a Board Consultant. Andrew earned his BA in English from Kansas

State University in 2019. He has worked as an exam developer in the certification industry for the past five years and currently holds the Certified Credentialing Professional (CCP) certification from the Institute for Credentialing Excellence. He also has written or contributed to several books on Catholic theology.

In addition to the individuals mentioned above, we have been assisted by several board consultants in the development and proofreading of this proposal. These include the following:

Aja Hahn - Public School Library Media Specialist

Lynne-Marie Ryan - Non-Profit Accounting & HR Specialist

Charity Bianchi - Special Ed & Classical Education Teacher (in both Private & Public Schools)

Tricia Carr - Classical Education Teacher

Alan Seaman - Senior Engineer, MorFab Inc. (math & science assistance)

Andrew Mioni - Editor and Author

David Labourdette, Jr. - CRPC, Labourdette Financial Group, Associate Vice President of Investments

The board of FLCACS also drew on the following resources:

- Legal consultation with Eagen Law Firm
- The structure of previously established schools in the classical method (particularly the most successful Barney Charter School Initiative schools)
- Insurance Agent advisor David Wicker
- Waterloo Container Administrator Calvin Brainard & CPA Richard Beauchine providing pro bono professional assistance to begin our not-for-profit status and the initial stages of our 501(c)3 filing
- Realty help from Lucas Ferrin, Century 21 Realtor and Riordan Realty
- Building safety and code advice from engineer Paul Merek
- Vast knowledge and support offered by Phillip Kilgore - Former Coordinator BCSI & Eric Coykendall - BCSI leader
- Advice on communications/marketing, CenterState Nonprofit CEO, Lauren Chyle
- EJ Onori, graphic design and social media specialist from A&M Marketing
- Doreen Henry, retired School Nurse

C. List of Founding Team Members:

Provide a table that lists all key individuals involved in developing the application along with a brief biography (approximately one paragraph) for each founding team member. Founding team members include individuals who would play significant roles in the development and launch of the proposed school. This response should also identify the overall leader(s) of the effort to develop the proposal and primary author(s) of the proposal.

- Maureen Kinney (Angotti) - Founding member of local private classical school
- Martha (Mitchell) Rescigno - Classical Education / School Choice advocate, Teacher
- Nikki Kersbergen - Finance, accounting and charter management
- Bruce MacBain - Retired Public School Principal
- Roberta Massarini - Community leader / political outreach
- Holly Grant - Adjunct Professor / Statistical Consultant

Maureen Kinney (Angotti)

Maureen is a resident of Cayuga County in Auburn and is the mother of six children. She received her B.S. in psychology from SUNY Buffalo with a focus on fine art. She spent numerous years in mental health management at both residential and outpatient facilities. She was a founding member of a local private school and served on the board of that school. Besides being the lead applicant for FLCACS, she provides the organization and coordination needed to keep moving forward with the application and start-up process.

Martha (Mitchell) Rescigno

Martha grew up in Cayuga County, the Southern Cayuga School District, and completed her student teaching there. She has five children and currently homeschools the youngest three. She graduated from Hillsdale College with a BA in History, a Spanish minor, and a K-5 teaching certificate. She was the Director of Veritas Homeschool Cooperative for five years, where she also taught. She is currently a Co-Director of Redeeming Mondays and Redeeming Thursdays Cooperative in Liverpool, NY. She provides the knowledge and experience needed to develop a classical scope and sequence and assist in its implementation in the classroom.

Nikki Kersbergen

Nikki grew up in Onondaga County and graduated from Bishop Ludden Jr./Sr. High in Syracuse. She attended Hartwick College in Oneonta, NY and earned a BA in English and a BA in Psychology with a minor in Women's Studies. She moved to

Long Island and joined Teach for America in NYC. She taught full-time at John Adams High School (a Title I school in Queens) while completing an MA in Secondary ELA Education at Brooklyn College. Nikki relocated to Wayne County in 2007. She taught high school ELA at the Experiential Center at Wayne Finger Lakes BOCES and Geneva City School District. She spent her last 2.5 years with Geneva CSD as a Teacher on Special Assignment, managing the before/after school program and over \$8 million in grants. She was recruited by the CFO of Eugenio Maria de Hostos Charter School in Rochester and has spent 3.5 years as a Teacher on Special Assignment Senior Accountant and 1.5 years as the CFO/Finance Manager. She provides the knowledge and experience necessary to apply for grants and to develop and implement a balanced budget.

Bruce MacBain

Bruce, a retired Moravia Public School Principal and Adjunct Professor at SUNY Cortland, earned his BA in Arts and Sciences from Cornell, his JD in Law and his MA in Education from Syracuse University, and his CAS in Educational Administration from Cortland State University. Bruce has raised his children in Cayuga County and is committed to the growth of our community.

Roberta Massarini

Roberta, a resident of Cayuga County for the last 9 years, is currently the Deputy Commissioner of the Board of Elections, Past President of the Women's Republican Club and Chair of the County Republican Committee. She also homeschooled her four sons K-12 with a classical curriculum and remains an advocate of classical education. Her vast community contacts have been an immeasurable asset in the area of public outreach.

Holly Grant

As a teacher for almost 20 years, Holly taught mathematics to kindergarteners through professional engineers. Her doctoral dissertation on partial differential equations spanned topics in numerical methods, parameter estimation, and asymptotic analysis. Currently, she uses data analytics to investigate the Foundation Aid Formula to find equitable funding options for all students in New York. Since the COVID-19 pandemic she taught U.S. Citizenship classes for Catholic Charities, volunteered at National School Choice Week's legislative day, and administered support to organizations in Syracuse, NY that help provide basic needs for their young children.

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

Indicate whether this proposal, or any substantially similar proposal, was previously withdrawn from consideration or rejected by the SUNY Trustees and/or any other charter authorizer in any state or location (e.g., the New York State Board of Regents). If yes, provide:

- ***The name of the proposed school(s) when previously submitted;***
- ***The date(s) of the previous submission(s); and,***
- ***A detailed summary of what has changed in the proposal since its previous submission(s) and the rationale for these changes.***

The FLCACS team has worked on public awareness and openness to the charter school option for a number of years. Our primary focus has been on community outreach and awareness.

We attempted to submit an application in February of 2021. However, we were notified by Ms. Maureen Foley, of the SUNY Charter School Institute, via a phone conversation, that the package we had sent in had several holes. She stated that it would be in our best interest to withdraw our application and resubmit in the July round for 2021.

Email correspondence with SUNY Charter School Institute regarding the February 2021 withdrawal is found in the next section Request - 03e.

The 2021 second-round application was submitted. We were asked to withdraw and provided an October 19, 2021 letter of justification. With continued resolve, we took the information and have made additions and modifications according to the feedback provided. The next submission window was round one 2022. With one of the feedback considerations being public outreach, the team decided to wait. Cayuga County had a significant COVID-19 outbreak and partial shutdown throughout November, December, and January. We quickly found out there would be no second round for 2022 and resigned to putting our efforts toward 2023.

An email correspondence, with the SUNY Charter School Institute and the Letter of Justification regarding the 2021 submission, is found in the next section Request 03-e.

The 2023 second round application was submitted. We were asked to withdraw and provided an July 25, 2023 letter of justification. Determined to bring this mission to our community, we have taken the information and have made additions

and modifications according to the feedback provided. The next submission window was round one 2022.

An email correspondence, with the SUNY Charter School Institute and the Letter of Justification regarding the 2023 submission, is found in the next section Request 03-e.

R-03e Letters of Justification

If a charter entity in any state has provided any formal documentation to explain a decision not to not move forward an application for a substantially similar school (resulting in an applicant withdrawal, or denial of the application), attach the document(s) as part of this Response.

Below is a copy of the email sent to Ms. Foley.

Ms. Maureen Foley,

February 17, 2021

Finger Lakes Classical Academy Charter School is withdrawing its charter school application for Round 1, 2021.

Respectfully,
Maureen Angotti
Martha Rescigno

Below is Ms. Foley's response.

Maureen and Martha,

Thank you for letting me know. As promised, I've shared below some links to applications we have approved in the last couple of years. These should be a good reference for the content and level of detail we typically expect from applicants. Two are from NYC and two are from other parts of the state (Buffalo and outside Syracuse).

- [Buffalo Commons Charter School \(2020\)](#)
- [Amber Charter School III \(2019\)](#)
- [Kwenda Collegiate Girls Charter School \(2019\)](#)
- [Truxton Academy Charter School \(2018\)](#)

Please don't hesitate to get in touch should you have questions about the application process or wish to discuss things further – I'm always happy to be in touch.

Take care,
Maureen

From: Foley, Maureen <

Date: Tue, Oct 19, 2021 at 1:49 PM

Subject: Finger Lakes Classical Academy CS Letter of Justification

To: maureen angotti <[REDACTED]> Martha Rescigno <[REDACTED]>

Dear Maureen and Martha,

Please see attached a Letter of Justification for the proposed Finger Lakes Classical Academy Charter School. Should you have any questions or concerns about the feedback included in the letter, please let me know and I'll be happy to clarify.

Maureen Foley
Director for New Charters



www.newyorkcharters.org

From: Jones, Tanya Lewis <[REDACTED]>

Date: July 31, 2023 at 11:48 AM

Subject: Finger Lakes Classical Academy Letter of Justification

To: maureen angotti <[REDACTED]> Martha Rescigno <[REDACTED]>

Good morning!

The Letter of Justification is attached. Please let me know if you have any difficulties accessing the document.

Best,
Tanya

Tanya Lewis Jones
Director for New Charters



[Listen to the 'More Great Seats for Kids' Podcast](#)

Actual Letters of Justification are found below.



October 19, 2021

VIA ELECTRONIC MAIL

Maureen Angotti



Martha Rescigno



Re: Proposal to Establish Finger Lakes Classical Academy Charter School

Dear Ms. Angotti and Ms. Rescigno:

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

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

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

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

Community Outreach, Support, and Demand for the School

- The proposal provides limited evidence of demand for the school and lacks sufficient evidence of support from families indicating that they would send their child to the proposed school. It is not clear from the materials provided that the proposed school would be able to maintain the enrollment necessary to operate effectively. This is especially problematic considering the school proposes enrolling five grade levels in Year 1, which necessitates families opting out of their current education options.
 - The application does not address the need for transportation despite the likelihood that the proposed school will draw students from a wide variety of districts, which could have a negative impact on the number and type of families able to enroll at the proposed school.
- The proposal lacks a thorough analysis of the community to be served and demonstrates limited understanding of community demographics likely to have a significant impact on the program offered.
 - The proposal discusses serving the Spanish-speaking immigrant community in and around Auburn, but it does not provide supporting demographic evidence such as the predominant countries of origin or the racial/ethnic makeup of the community to be served. In so doing, the proposal does not address the potential needs of prospective students, some of whom may have interrupted formal education and/or other needs not adequately addressed in the proposed academic program.
- The proposal does not provide a discussion of potential opposition to the proposed school or address how the founding team intends to mitigate it.

School Model and Academic Program

- The application does not clearly address key aspects of the development and implementation of the proposed curriculum including how the school will ensure that the curriculum addresses the needs of all students in the school, a realistic timeline for the development of the school's curriculum, and a meaningful process to evaluate and revise the curriculum.
- The proposal does not make clear whether the chosen curricular programs from other schools align with New York State standards. The narrative does not adequately address how the proposed school intends to develop the chosen curricular programs such that they are appropriately aligned with the state standards for each grade level to be served.
 - The narrative indicates that the proposed school would draw upon the curriculum of Ascent Classical Academy, but it does not provide evidence of the efficacy of this curriculum particularly as it pertains to meeting the academic needs of the proposed student population. The application would be strengthened by student outcome data indicating that the chosen curriculum has a track record of success in accelerating student outcomes.
- It is not clear from the proposal who would be responsible for developing the curriculum. Moreover, the application does not describe an effective process for developing the selected curricula throughout the school year.
- The description of the science curriculum is cursory and lacks sufficient detail. The proposal does not provide sufficient evidence that the school has the capacity to implement an effective, standards-aligned science curriculum, particularly in the younger grades.

- The proposal lacks clarity with respect to whether classes will be departmentalized in 5th – 8th grade.
- The assessment narrative is significantly underdeveloped. The proposal does not address how the school intends to use the data resulting from student assessments to adjust instruction or support the specific needs of at risk students.
- The proposal does not address the varied instructional methods necessary to meet the needs of students in different grade levels. The narrative demonstrates a lack of understanding regarding the differentiation necessary to implement instructional methods based on the developmental and academic needs of students in Kindergarten – 5th grade.
- The proposal does not appropriately describe a system of supports for students at risk of academic failure including students struggling academically, students with disabilities, and English language learners (“ELLs”). For example, the application has only limited discussion of the process for coordination between general education teachers and instructional staff members serving at risk students, and the narrative indicates a lack of understanding regarding the school’s role vis a vis the district Committee on Special Education (“CSE”).
- The proposal does not describe an effective program to support the language acquisition needs of ELLs. The narrative lacks references to research that supports the school’s practices to serve ELLs effectively as well as specific exit criteria from ELL status. Moreover, the application does not address the professional development necessary for all instructional staff members to meet the needs of ELLs effectively.
- The treatment of instructional supports for teachers is underdeveloped and lacks specificity about structures to support teacher development. The proposal lacks a clear explanation of the proposed school’s teacher coaching and feedback system, and it does not appropriately address the instructional leadership demands placed on the principal.

Organizational Capacity

- The application indicates the proposed school would have an affiliation with the Barney Charter School Initiative; however, the extent and details of this relationship are not discernible from the narrative. It is not clear whether the two schools would share a formal relationship or if the Barney Charter School Initiative would provide formal support to the proposed school.
- The founding team lacks the expertise of individuals with on the ground experience in K-12 public/charter schools.
- The starting salaries for the principal and business manager are low, hindering the proposed school’s capacity to recruit and retain high quality leadership talent, which is critical during the pre-opening and startup phases of operation.
- The numerous responsibilities placed on the principal make it unlikely the principal will have the capacity to execute all necessary functions effectively.
- The school proposes to hire a part-time special education/ELL teacher during Years 1 and 2 of operation, which is unlikely to be sufficient to meet the needs of the student population the proposed school wishes to serve. This person would also have to serve as the special education coordinator, which means the employment would most likely need to be full-time.

Governance

- The proposed board of trustees lacks educators with relevant instructional and school leadership experience in K-12 public schools, which limits the board’s capacity to provide

effective oversight of the proposed school's academic program. The board also lacks relevant financial management and real estate experience.

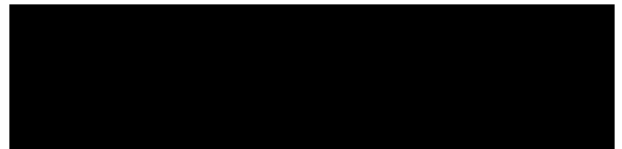
Fiscal Soundness

- The proposal indicates a lack of alignment between the proposed academic program and the budget. The budget does not allocate resources for all aspects of the program described in earlier requests. For example, the budget does not include expenses for food after Year 1.
- The proposed school's small size and lack of evidence of demand indicate a high likelihood of under-enrollment, which has the potential to create significant fiscal challenges.
- The likelihood of enrolling students from as many as 12 districts necessitates a level of financial management and understanding of district billing requirements not evident in the proposal's fiscal narrative.

Again, the Institute recognizes and appreciates the effort that went into the development of the proposal to establish Finger Lakes Classical Academy Charter School and we hope that this information provides you with a better understanding of SUNY's requirements and expectations. If you have any questions regarding the review process, please do not hesitate to contact me at



Sincerely,



Maureen Foley
Director for New Charters



July 25, 2023

VIA ELECTRONIC MAIL

Ms. Maureen Kinney Angotti

Ms. Martha Rescigno

Lead Applicants



Re: Proposal to Establish Finger Lakes Classical Academy Charter School

Dear Mses. Kinney Angotti & Rescigno

Thank you for the significant time and effort that you and your planning team devoted to the proposal to establish the Finger Lakes Classical Academy Charter School. The SUNY Charter Schools Institute (the "Institute") appreciates the time and effort that go into undertaking such a formidable endeavor. As you know, after an in-depth review by Institute staff and external consultants, the Institute determined that the proposal was underdeveloped, preventing us from moving forward in our review process. Further details regarding the rationale for the Institute's decision follow.

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

The following list of concerns noted by the Institute staff and external reviewers is not exhaustive but captures examples of some of the most critical areas requiring further development identified during the review process. Should you choose to submit a new application at a later time, you should not assume that modifying only the discrete elements referenced in this letter would remedy the proposal as a whole.

School Model and Academic Program. Overall, the educational model and academic program are underdeveloped. Additional foundational research and information are required to support the alignment and integration of the classical education model with the overall academic program and to demonstrate that the classical model will effectively serve the intended student population.

- The application indicates that direct instruction will be the primary mode of instruction, and is preferred to differentiated instruction, but provides limited evidence and research to demonstrate effectiveness, particularly in relation to the anticipated student population.
- The application notes the Barney Charter Schools Initiative (“BCSI”) as a source of information and resource around the classical model but includes limited evidence and description of how BCSI may continue to support startups were the application to be approved.
- While the applicants list a variety of classical model schools with whom they have been in contact, the application includes limited details and discussion about common challenges associated with starting up and implementing a classical model school and how the proposed school would proactively address such potential challenges.
- The approach to supporting English Language Learner (“ELL”) students is underdeveloped and includes limited details on the instructional methods and interventions that would be in place to support these students. The proposal mentions the Paideia program that supports Latin & Spanish but does not provide research or outcomes to demonstrate that this program has been shown to be effective in a similar population of students as the proposed school would serve.
- The application acknowledges that portions of the community may experience varying degrees of trauma due to economic disadvantage and other factors but offers limited detail on systems that would be in place to support the social and emotional needs of students.
- The proposal states that ‘parents are partners,’ but there is limited discussion of systems that would be in place to support ongoing parental engagement, involvement, and feedback were the school to be approved.

Organizational Capacity. The application proposes an ambitious model to open serving students in grades K-4 but does not demonstrate the capacity or experience needed to implement the model successfully.

- The school’s proposed enrollment and grade span, which envisions opening five grade levels simultaneously in Year One, is logistically and programmatically challenging. Experience in charter school authorization demonstrates that even opening to serve two grades simultaneously is a challenging undertaking. The application does not communicate an understanding of how difficult such an effort would be, nor the required experience to manage such an undertaking.
- The proposal plans to employ one Special Education teacher at 0.5 FTE in Years 1 and 2 and 1.0 FTE in Years 3, 4, and 5 of a first charter term, who would fulfill the dual role of Special Education and ELL provider with support from the Special Education and Achievement Coordinator. The proposal does not provide an adequate description of how these staff members would meet the needs of the anticipated population of students with disabilities and ELLs given their myriad other responsibilities.
- The organizational charts do not clearly depict reporting structure, authority, and classification of positions.

Fiscal Soundness. Overall, the proposed budget and budget narrative are underdeveloped and do not align with all portions of the application.

- The proposed budget for teacher salaries and benefits is low in comparison to what is offered by the district schools, and little detail is provided as to what strategies would be employed to overcome the challenges to teacher and staff recruitment and retention this may present.
- The proposed budget does not consistently align with the narrative elsewhere in the application and provides limited justification for certain cost assumptions such as anticipated lease and leasehold improvement costs, while also omitting certain operational costs. For instance, the budget does not reflect funding for meal costs after the first year.

Governance. Overall, the proposal does not sufficiently explain how the proposed board would provide effective oversight of the school.

- The proposed board structure includes various committees. While implementing a committee is a common practice in governance, the proposal presents limited information as to how the proposed committees as described and structured would function cohesively to support the board's oversight.

The Institute recognizes and appreciates the effort that went into the development of the proposal to establish the Finger Lakes Classical Academy Charter School, and we hope that this information provides you with a better understanding of SUNY's requirements and expectations. If you have any questions regarding the review process, please do not hesitate to contact me at [REDACTED] or [REDACTED]

Sincerely,

[REDACTED]

Tanya Lewis-Jones
Director of New Charters

TJ:ca

R-03f Founding Team Resumes

Submit an updated resume for all founding team members (not including board members).

All members of the founding team are board members. Their resumes have been submitted as part of Request 14h - Board Member Resumes.

The request is not applicable.

R-04abc Community Outreach, Support, and Demand.

a. Description and Analysis of Community Outreach Efforts

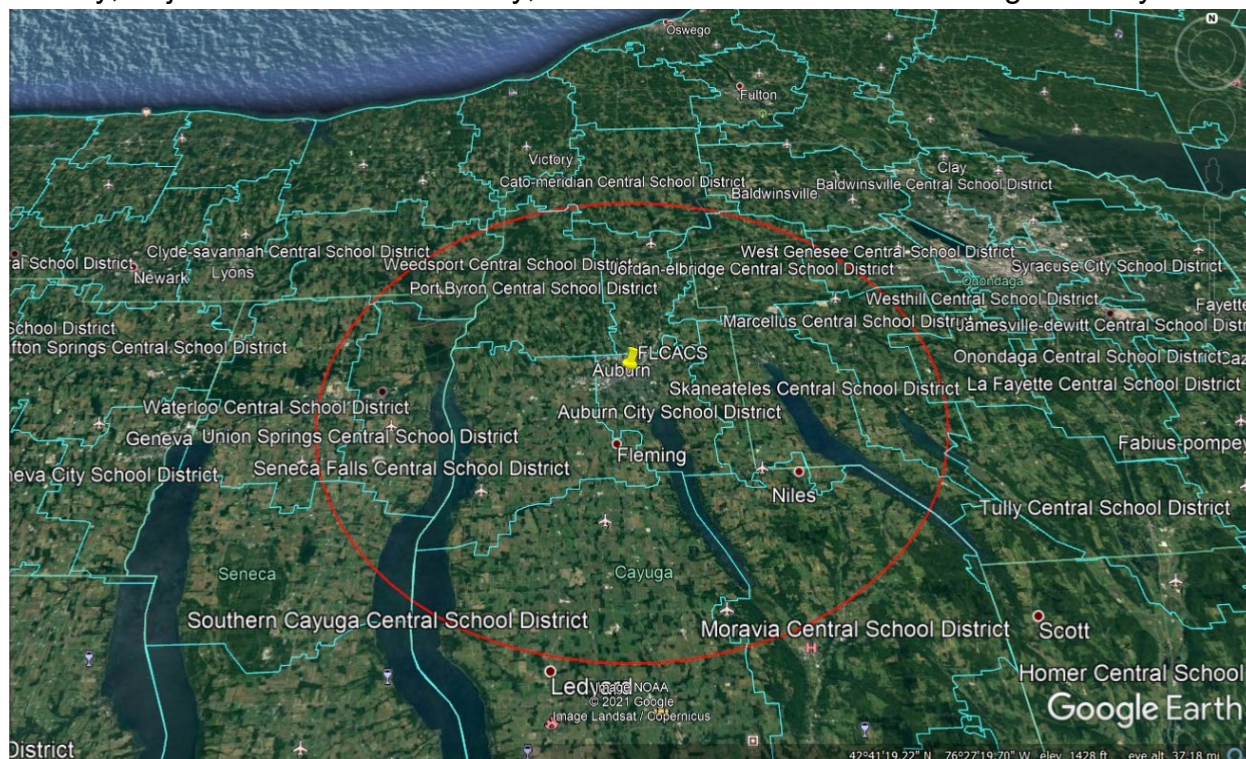
In order for the SUNY Trustees to consider any application for approval, the proposal must “rigorously demonstrate” that the applicant has conducted public outreach “in conformity with a thorough and meaningful public review process” designed “to solicit community input regarding the proposed school and address comments received from the impacted community concerning the educational and programmatic needs of students.”¹⁷ In order for the Institute to recommend any proposal to the SUNY Trustees for approval, the proposal must include evidence of the following three criteria:

- The applicant informed the community of the intent to develop a school proposal in a timely fashion, including how to provide comment;***
- The community had meaningful opportunities for input on that proposal; and,***
- There was a thoughtful process for considering community feedback and incorporating it into the final proposal, especially regarding the educational program of the proposed school, and the educational needs of students.***

Provide a narrative description describing efforts taken to demonstrate the three criteria listed above, including:

- 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.***

Finger Lakes Classical Academy Charter School (FLCACS) will be located in Cayuga County, adjacent to Seneca County, and on the outskirts of Onondaga County in NY.



We intend to open with grades K-4, adding a grade each subsequent year until we reach 12th grade. Cayuga County's population is 76,171 (2022 census.gov). Its largest city is Auburn with a population of 26,674 (2022 census.gov). Seneca County's population is 33,651 (2022 census.gov). Its largest city is Seneca Falls with a population of 6,895 (2022 census.gov).

Both counties have one small city, surrounded by rural areas of farms and migrant workers. Due to county poverty (13.5% and 13.1% census.gov), isolation, and lack of infrastructure, there are limited educational choices, particularly for the poor and middle class.

FLCACS community outreach began in 2017 with meetings in small groups of parents and educators from the district and private schools. To increase awareness and solicit community input, we began participating in community events with information tables. Public meetings were held to help determine interests and needs. We then reached out to the city, county, and state elected officials. The next step for the FLCACS team was to put together material such as business cards, pamphlets, flyers, and bookmarks. We also began to document comments/concerns via Question-and-answer sessions, emails, and surveys. Based on these conversations, key design elements were drafted to echo the community response.

Presently, we are focused on promoting our charter plans to parents and grandparents with school-age children, while continuing our conversations with invested community members via public meetings, website/social media, flyers, yard signs, and word of mouth. We have continually reached out to our community asking about their concerns about our local K-12 educational system and their thoughts on what an ideal education should look like. Community members repeatedly expressed a lack of confidence in our public schools.

For most, especially those in middle and lower socioeconomic levels, independent schools and homeschooling were not an option. They identified two strong concerns with the public schools and their foundational learning. The first is in the area of poor reading and writing skills, while allowing children to move to the next grade level regardless of mastery. The second area is children's difficulties with state curriculum math, along with their own lack of understanding of the current math program, impacting their ability to assist their children and grandchildren.

Due to Covid restrictions and remote learning, many students have not caught up in both their reading skills and especially their math skills. Unfortunately, the summer programs, meant to help combat this incurred deficiency, have stated that their emphasis was deemed to be more needed for the social and emotional issues caused by the extended time period of remote learning, rather than the loss of requisite skills.

Lack of academic rigor is a common concern. This has not only shown up in ELA and Math scores, but also in the almost complete void of science and history in the current public education curriculum. Parents have expressed verbally and in writing that a well-rounded education, which used to be the hallmark of public schools, has, in many cases, turned to "teaching to a test," a test that too many students are failing. This has prompted many parents to look for alternatives.

In addition, concerned parents have expressed a bias toward "college-bound" students. They believe these students were being given a higher level of attention. While students with special education needs usually did obtain the necessary attention, those who were not identified with special needs nor were college-bound, especially those economically disadvantaged, were perceived as lacking in attention and priority. If a child did not get attention due to significant academic or behavioral issues, they were at risk of "falling through the cracks." This information was gathered via all the various forms of public outreach we have engaged in.

Our efforts in community outreach have included the following:

- Open House Events at local restaurants
- Public Meetings at a variety of locations
- Public Event Attendance with table/booth Brochure Distribution
- County & State Official Events
- County & State Official Individual Meetings
- School District, Private School, & Charter School Meetings
- Parent-Teacher Organization Meetings
- Day Care / Pre-School Meetings
- Posters & Lawn Signage
- Email Outreach
- Door Hanger Outreach
- Newspaper Articles
- Radio Interview
- Podcast Interview
- Social Media Outreach - Facebook & Instagram
- Web Presence including Surveys
- Local Cable TV Advertising
- Petitions
- One-to-one conversations

b. Description and Analysis of Community Support

Provide a narrative description of support for the proposal from community stakeholders or others including a candid analysis of both the depth of support and opposition to the school from stakeholders such as community members, civic organizations, and elected officials. Concrete artifacts and evidence related to community support should be submitted in response R-04e, Evidence of Community Support.

Please note that the content for this response differs from R-04a in that this response should focus on analyzing community interest and support for the school, any known opposition that may exist, and how that support and opposition will affect the school's ability to open successfully. In contrast, R-04a should focus on efforts to inform and engage with the community through the planning and development of the proposal.

The response to our community outreach efforts has been extremely positive. More school choice, not less, is supported, specifically a non-tuition option. A rigorous academic curriculum, skill mastery before grade promotion, Math and ELA proficiency, and ability-based placement to address the individual needs of students are often repeated desires for the children of our community. We have collected numerous letters of support from local residents, community leaders, and elected officials, who are looking forward to school choice and an option to return to traditional education, closer

to the education they grew up with. Leading up to the previous submission, attention was focused on a successful drive to obtain petition signatures.

We have reached out to the Auburn City School District and had a meeting with both the superintendent and the assistant superintendent of curriculum and instruction. This meeting was not only cordial, but both parties encouraged our efforts and offered any help we may require to achieve success. To quote Jeff Pirozzolo, the superintendent, "We have the same goals, and in the end, it's all about the students". He made it clear we are not competitors, but rather on the same team approaching the same goal of educating the students, just from different angles. Mr. Pirozzolo remains supportive. He is retiring from his position at the end of the 2023-24 school year.

We have contacted the Auburn school board president but have not received a response, either positive or negative. Individual members of the Auburn school board have spoken to us and stated, "Any help you need along the way, just ask." In discussing FLCACS with former candidates for the Auburn school board, most were looking forward to our progress, but few were willing to publicly commit support.

Unfortunately, UFT (United Federation of Teachers) representatives have continually criticized the concept of a charter school in the area and have attended board meetings to present such views. Concerned citizens who attended these meetings have reached out to us to clarify information and have felt that the board was biased at best and unfair in their representation of charter schools (such as stating that charters are unaccountable) in general and our proposal in particular. While this is a concern, we understand the stance of the UFT (as documented in every publication they print) as they see charter schools as a threat to their control. However, this is offset by the community response at large and the district superintendent in particular, which gives us reason to be optimistic in eventually forging a symbiotic relationship once the unfounded fears of the UFT have been put to rest.

A more open and positive school board response has come from surrounding districts within our 15-mile radius. These include Southern Cayuga, Union Springs, and Moravia Central School Districts, including the President of the Union Springs school board. Every response we have gotten from these school board members has been not only positive, but also came with an offering of assistance and cooperation once we receive our charter.

We have placed a large portion of our outreach effort into the Auburn City School District, as the board is aware that their acceptance would be instrumental to our success. That belief still exists. The UFT's influence on the Auburn Board is not considered a positive scenario. However, the hope for a potential cooperative dialogue,

once the charter is obtained, remains. We plan to first notify the Superintendent and meet with him and whomever he deems appropriate to be part of the conversation once the charter has been approved (as he already has given his support and asked us to keep him apprised of our progress). Elementary principals would be the next outreach. The success of this rapport will be of utmost importance. Our outreach to the outlying districts has already proven extremely positive and has given us tremendous confidence in being able to work with all of our community education leaders.

c. Description and Analysis of Student Demand

Provide a narrative description of student demand including an analysis of evidence indicating that families with age-appropriate students would consider enrolling them in the school. Explain how this evidence supports the school's ability to meet its proposed enrollment.

We have collected letters of support from families and parents, for those interested in supporting FLCACS and, more importantly, those interested in attending the school. We have also asked parents to fill out an "Options for Education" questionnaire and for any community member interested in the future of our education system to fill out a "School Choice Survey" on our website (as documented in R-04f).

Overall, we expect the demand for a quality public education choice to remain high, as the Auburn City School District and the surrounding districts' academic performance remains consistently low. The 2022-2023 New York State proficiency level for all 3-8 student proficiency for ELA was 48% and Math was 52%. This in itself is not acceptable, but the Auburn City District has only 24% proficiency in NY ELA scores and only 35% proficiency in NY Math scores. These are reflected in the table below.

While we expect the majority of our student population to come from families that are looking to escape this poor academic performance, we will continue to develop partnerships with community and faith-based organizations that can aid in the recruitment of parents with age-appropriate children looking to provide their children a more traditional educational foundation. We have fostered relationships with the Seneca County Head Start, the Early Childhood Center, the Cayuga Community College Child Care Center, the YMCA preschool, and local congregations like the Auburn Alliance Church, First Presbyterian of King Ferry, Holy Family Catholic Church, Saint Alphonsus Catholic Church, Sacred Heart, Grace Chapel, Good Shepherd Catholic Community, and the Seventh-Day Adventist community.

We have also met with numerous community leaders and elected officials, both formally in their offices and in one-to-one meetings at various events. We have held community forums in such places as the historic Phoenix Building, the Seymour Library, and the Play Space. We have had information tables at a variety of community parades, events, and

festivals, dialoguing with hundreds of involved community members and local families. In addition, we have held Open House meet and greet sessions in local establishments in the Cayuga County area. The winter of 2021/22 was difficult in the Finger Lakes area, as COVID numbers (including our board and involved supporters) were high, and a second, although relatively brief, shutdown made in-person outreach impossible. We restarted outreach in mid-February of 2022 and have continued since. While there was a break in our outreach, there has only been an increase in demand and positive response, as evidenced by the reception received from the community and the continued success in petition signatures. Although our hope and commitment remain strong, the community has expressed concern that the state will not support a charter in our area. We are and will continue to keep their hope alive.

Currently, there are no charter schools in the Cayuga County area, specifically a tuition-free option. There are several charter schools in the cities of Syracuse and Rochester, one in Ithaca, one in Elmira, and one in Truxton, but none within the 15-mile radius that we plan to serve. Public outreach has indicated that the Auburn area is eager for an alternative, and FLCACS expects to attract area students who are looking for an accessible, tuition-free, alternative learning experience with academic excellence.

We are in a rural area, with many of the same issues rural schools face nationwide. Too little attention is given to the concerns of rural schools, including poverty (schools in our area have a free-and-reduced lunch rate of over 50%) and disconnection from the nonprofits and social service agencies that plug holes in urban and suburban schools. We will work with the NYS Rural Schools Association to ensure that our rural students are given the consideration and education they deserve.

R-04d Evidence of Outreach

Submit documents that provide evidence of community outreach (e.g., flyers, websites, social media pages, in-person or virtual meeting announcements including dates and times, online survey results, media articles and advertisements, email outreach, etc.).

FLCACS had its first public exposure in March 2017. A local radio show personality had heard of a potential school choice option for the Finger Lakes area and contacted a (now) board member for a radio interview. Following this radio debut, much time was spent in one-on-one conversations. The focus was soliciting information and feedback on the existing school choice options. Most conversations regarded school safety, lack of attention to the basics, too much attention on tests, general curriculum questions and concerns, and fiscal responsibilities. People began to step forward and offer their assistance. The more extensive and ongoing public outreach process began in the winter of 2018.

Although we continued to listen to the public and gather information, we also began to share our thoughts on alternative options that could be possible. Outreach efforts have included community events at local businesses and libraries, and larger public events and parades. Flyers, door hangers, posters, bookmarks, and lawn signs have been placed throughout the local area. Private and public meetings with government officials, public school officials, private schools, and public charter schools have occurred since that initial radio interview in 2017. Outreach has also been conducted via our website, Facebook page, Instagram account, local television media (ARMA), and printed and online newspaper articles (The Citizen, Auburnpub.com).

Our website includes the FLCACS mission, the approximate opening date for the charter school, the intended area of students to be served, a brief description of the program, and examples of the classical curriculum. There is a contact email for suggestions, comments, and questions. There is also information about board members. Our Facebook page includes charter events and information about traditional classical education. Regular board meetings began in June 2019.

Community conversations have confirmed interest in a traditional classical curriculum with a strong phonics and reading program, and a traditional and rigorous math curriculum. Auburn is a blue-collar town with a median household income of \$30,281, leaving tuition-based choices to a select group. The pandemic strongly highlighted the desire for school choice and the awareness of families looking for alternative instruction methods at the few independent options in our area. FLCACS would have no other competition for students seeking a tuition-free charter school alternative to traditional public schools. Depending on the center school location, within our 15-mile radius, we would be looking to draw from 13 school districts and approximately 18,500 students.

FLCACS has been pursuing and connecting with families, community leaders, and local business owners regarding this potential opportunity. Our conversations, surveys, and petitions have been essential in developing and emphasizing FLCACS's key design elements. The following pages contain photos of the events, our booths, flyers that we used or invitations that we received to attend the event. Below is a table of contents of these:

<u>Outreach Activity</u>	<u>Date (Mo-Yr)</u>	<u>Material Type</u>	<u>Page #</u>
[REDACTED] Show	Mar-17	Picture	6
[REDACTED] Pancake Breakfast	Feb-18	Poster	7
[REDACTED] Science Project	Mar-18	Picture of Event	8
[REDACTED] Pajama Storytime	Mar-18	Picture of Event	9
[REDACTED]	May-18	Exhibitor Paperwork	10
Auburn Memorial Day Parade	May-18	Picture of Event	11
[REDACTED] July 4th Parade & Field Day	Jul-18	Picture of Booth	12
[REDACTED] Church	Jul-18	Invitation	13
[REDACTED]	Aug-18	Picture of Booth	14
It's a Wonderful Life, [REDACTED] [REDACTED]	Dec-18	Poster	15
[REDACTED] Pancake Breakfast	Jan-19	Picture of Booth & Event	16-17
[REDACTED] [REDACTED]	Mar-19	Board Minutes	18

<u>Outreach Activity</u>	<u>Date (Mo-Yr)</u>	<u>Material Type</u>	<u>Page #</u>
Create FaceBook Page	Apr-19	Screenshot	19
██████████ Republican Women's brunch	May-19	Picture of Event	20
████████████████████	May-19	Picture of Booth	21
Auburn Memorial Day Parade	May-19	Picture of Event	22
Owasco July 4th Parade & Field Day	Jul-19	Picture of Booth	23
Canal Fest	Jul-19	Picture of Booth	24
Big 6 Fair	Jul-19	Picture of Booth	25
Great Race, Auburn	Aug-19	Picture of Booth	26
Children's festival	Aug-19	Picture of Booth	27
Tomato Fest, Auburn	Sep-19	Picture of Booth	28
Art in the Park	Sep-19	Picture of Booth	29
Art in Park Article	Sep-19	Newspaper Article	30-33
Distribute Door Hangers	Oct-19	Door Hanger	34
Create Instagram Account	Oct-19	Screenshot	35
Pennys Pumpkin Farm (3 weeks in a Row)	Oct-19	Picture of Event	36-38
Fall Fest, Seymour Library	Oct-19	Picture of Booth & Event	39-40

<u>Outreach Activity</u>	<u>Date (Mo-Yr)</u>	<u>Material Type</u>	<u>Page #</u>
Community Q&A, Seymour Library	Oct-19	Flyer	41
CCC Craft Fair	Dec-19	Invitation Letter	42
Community Q&A, Seymour Library	Jan-20	Flyer	43
Community Q&A, PlaySpace	Feb-20	Flyer	44
Community Q&A, Seymour Library	Mar-20	Flyer	45
Charter School Article	Aug-20	Article	46-49
Facebook Video on School Choice	Sep-20	Picture	50
Charter School Article	Sep-20	Article	51-52
Charter School Article	Dec-20	Article	53-55
Poster Distribution	Dec-20	Poster	56
CCC Craft Fair	Dec-20	Picture of Booth	57
Lemondes Meet & Greet	Jan-21	Picture of Event	58
Open House	Mar-21 thru Jul-21	Flyer	59
██████ Meet & Greet	Apr 21	Picture of Event	60
██████ Campaign Kickoff	Jun-21	Invitation	61
████████████████████	Jun-21	Picture	62

<u>Outreach Activity</u>	<u>Date (Mo-Yr)</u>	<u>Material Type</u>	<u>Page #</u>
Republican Summer Picnic	Jul-21	Invitation	63
Holiday Parade, Auburn	Nov-21	Flyer & Picture	64-65
[REDACTED] Event	Feb-22	Picture	66
[REDACTED]	Mar-22	Pictures	67-68
[REDACTED]	Mar-22	Flyer	69
[REDACTED]	Mar-22	Flyer	70
Community Forum(s), [REDACTED]	Mar-22 & May-22	Flyer	71
[REDACTED]	May-22	Picture	72
[REDACTED]	May-22	Article	73
Republican Summer Picnic	Jul-22	Invitation & Picture	74-75
[REDACTED]			
[REDACTED]	Aug-22	Picture	76
Back the Blue Community Event, [REDACTED]	Sep-22	Picture	77
Golf Tourney DA Fundraiser, Dutch Hollow Country Club	Sep-22	Pictures	78
Cayuga County Meet & Greet	Sep-22	Invitation	79
Women's Republican Brunch	Oct-22	Picture	80
General Handouts	2018-2022	Actual Handout & Bookmarks	81-83
Lawn Signs	2021-2022	Pictures	84-92



All You Can Eat

Pancake Breakfast

Sunday, January 14th
Everyone Welcome!

\$8 adults

\$7 Seniors

\$3 Children 5-12

Under 5 Free



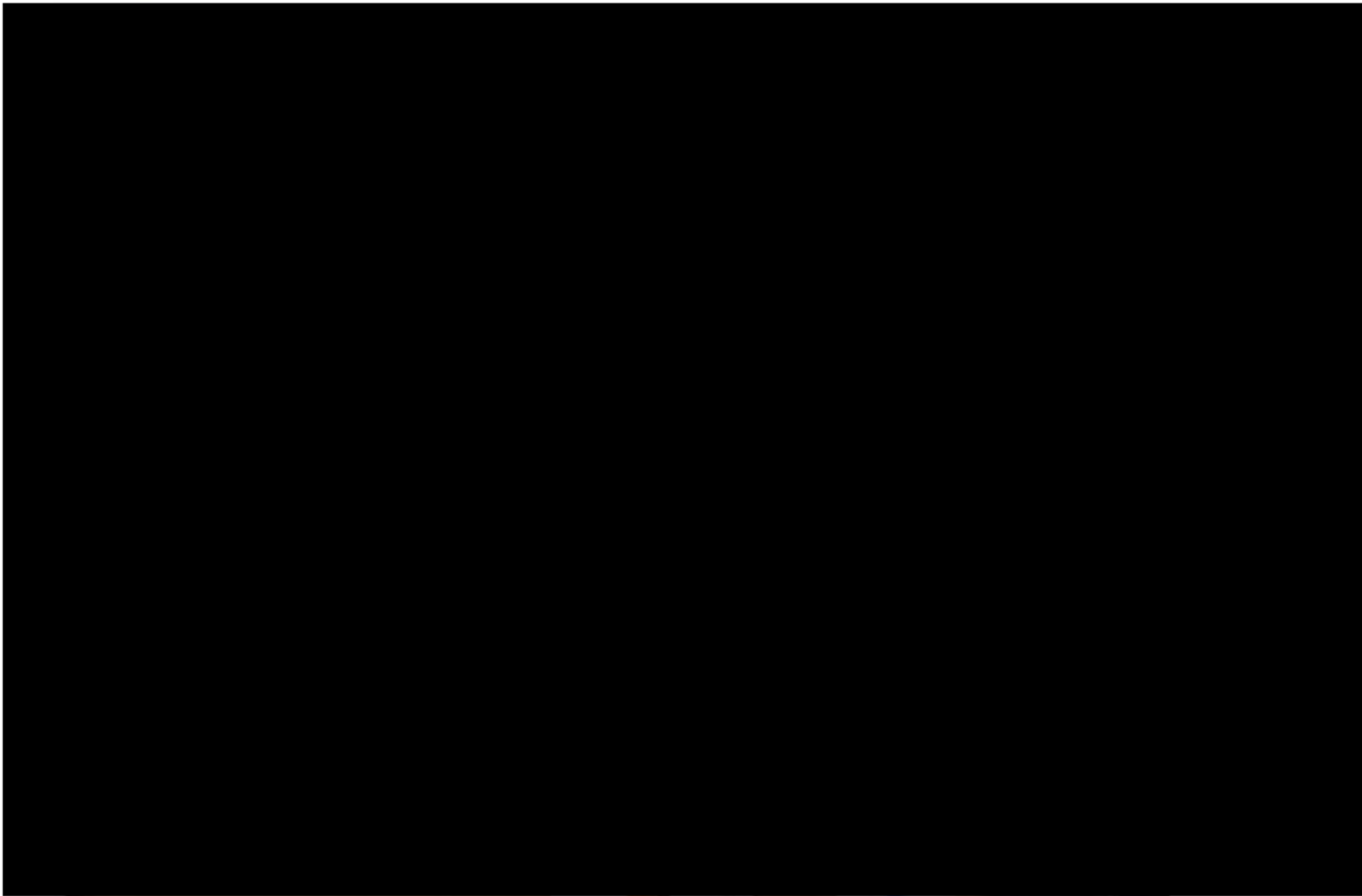
Pancake Breakfast is every 2nd Sunday of the month November – March.



FINGERLAKESCL... Posts



fingerlakesclassica...





Exhibitor Application



Sunday, May 27, 2018

10AM to 7PM

Downtown Auburn

Majorpalooza is pleased to invite you to participate at [REDACTED]. There will be live music, free family activities, plus food, wine and brew tastings & artist vendors. [REDACTED] will be on [REDACTED] in the center of [REDACTED], where the streets will be closed to all but pedestrian traffic. You are invited to have a table/booth to promote your organization or business, according to the guidelines as outlined below.

2018 SCHEDULE

Vending application deadline	May 1st	
Booth set-up	May 27 th	8AM – 9:30AM
Event (rain or shine)	May 27 th	10AM – 7PM
Booth breakdown	May 27 th	Immediately following event

Fee: **FREE**, donations payable to the [REDACTED]

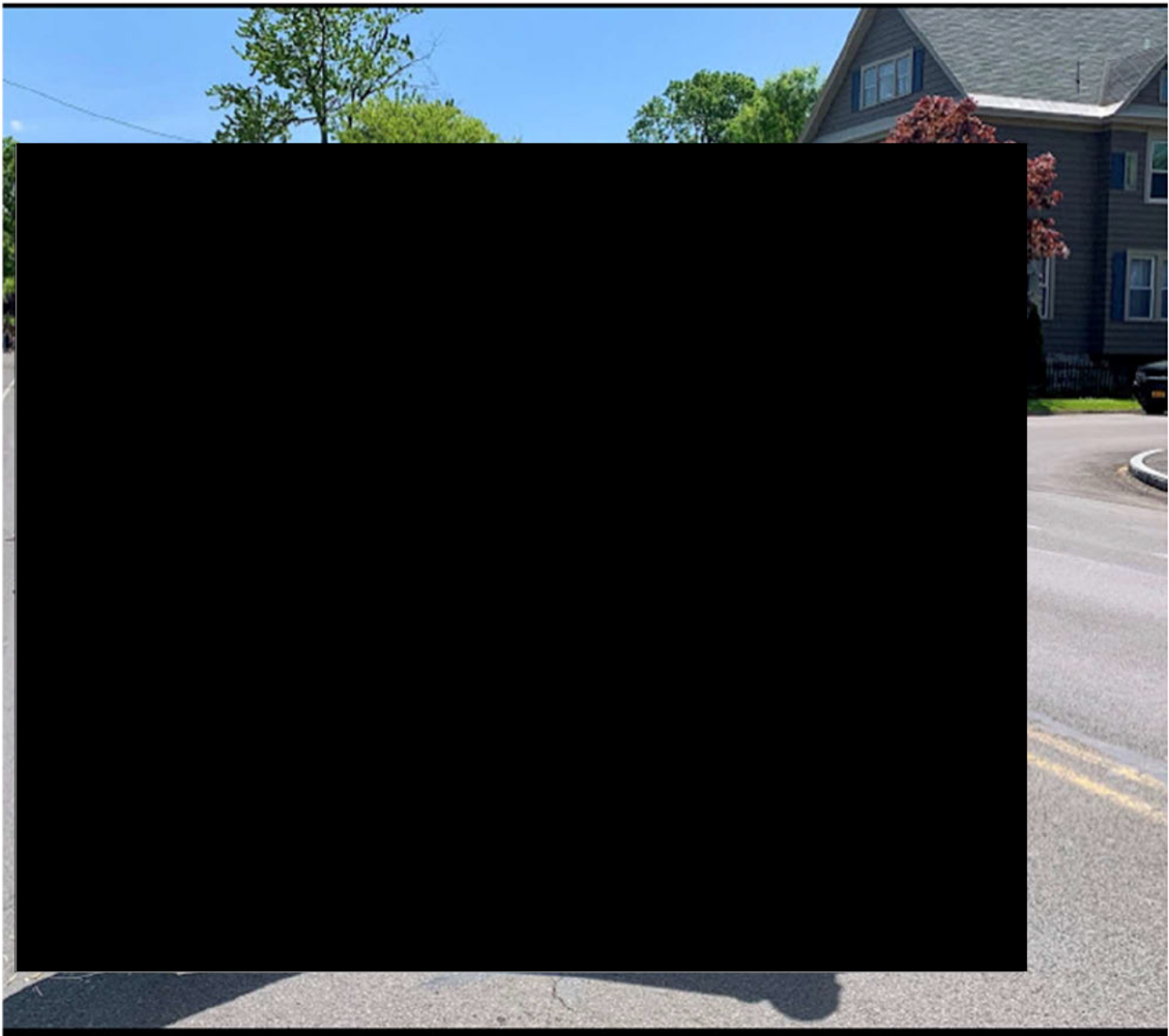
ENTRY DEADLINE: May 1st, 2018 Questions? Call [REDACTED] [REDACTED]

DISPLAY REQUIREMENTS

Booth Spaces are approximately **12-feet wide by 12-feet deep**. All participants need to bring their own **display units/panels, materials, tables, chairs, 10' x 10' covers**, etc. Vendors are responsible for keeping their booth/space clean & orderly during and after the show. **Electricity is not provided or available**.

Participants are encouraged to make their **display booth interactive**, and somehow involve the public with a **hands-on activity**. This makes it more interesting & enjoyable vs. just handing out literature.

Prohibited: Raffles of any kind. Food & beverage sales are **only** allowed in the food and beverage tents.





**YOUR ORGANIZATION IS CORDIALLY INVITED TO BE
REPRESENTED AT [REDACTED]
EDUCATION OPTIONS NIGHT**

You are invited to a one of a kind evening! We are giving citizens of Auburn and surrounding areas an opportunity to see what Educational Options are available to them in our local area. All local education organizations (i.e. Public/Charter/Montessori/Catholic/Online/Home Schooling), will be given an opportunity to speak to the public on behalf of their program of instruction. Each representative will be offered a 10 minute time slot to speak on their schooling option, as well as, a table to further engage with the attendees.

When: Tuesday, July 31, 2018

Where: [REDACTED]

Auburn, NY 13021

Time: 6 – 8 pm

RSVP: Monday, July 2, 2018 with your School's Representative's Name to [REDACTED] at [REDACTED]

Speakers will be assigned in the order of RSVP.

****Please understand this is NOT a forum in which to speak negatively about other options that are available. This is simply to help inform the public on what options in Education are available.**



"IT'S A WONDERFUL LIFE"

FESTIVAL

December 7, 8, & 9, 2018

Seneca Falls, NY

FEATURING FOUR ACTORS FROM THE FILM



SPECIAL GUESTS



SHARE THE BEDFORD FALLS EXPERIENCE

With *It's a Wonderful Life* Fans From Around the World

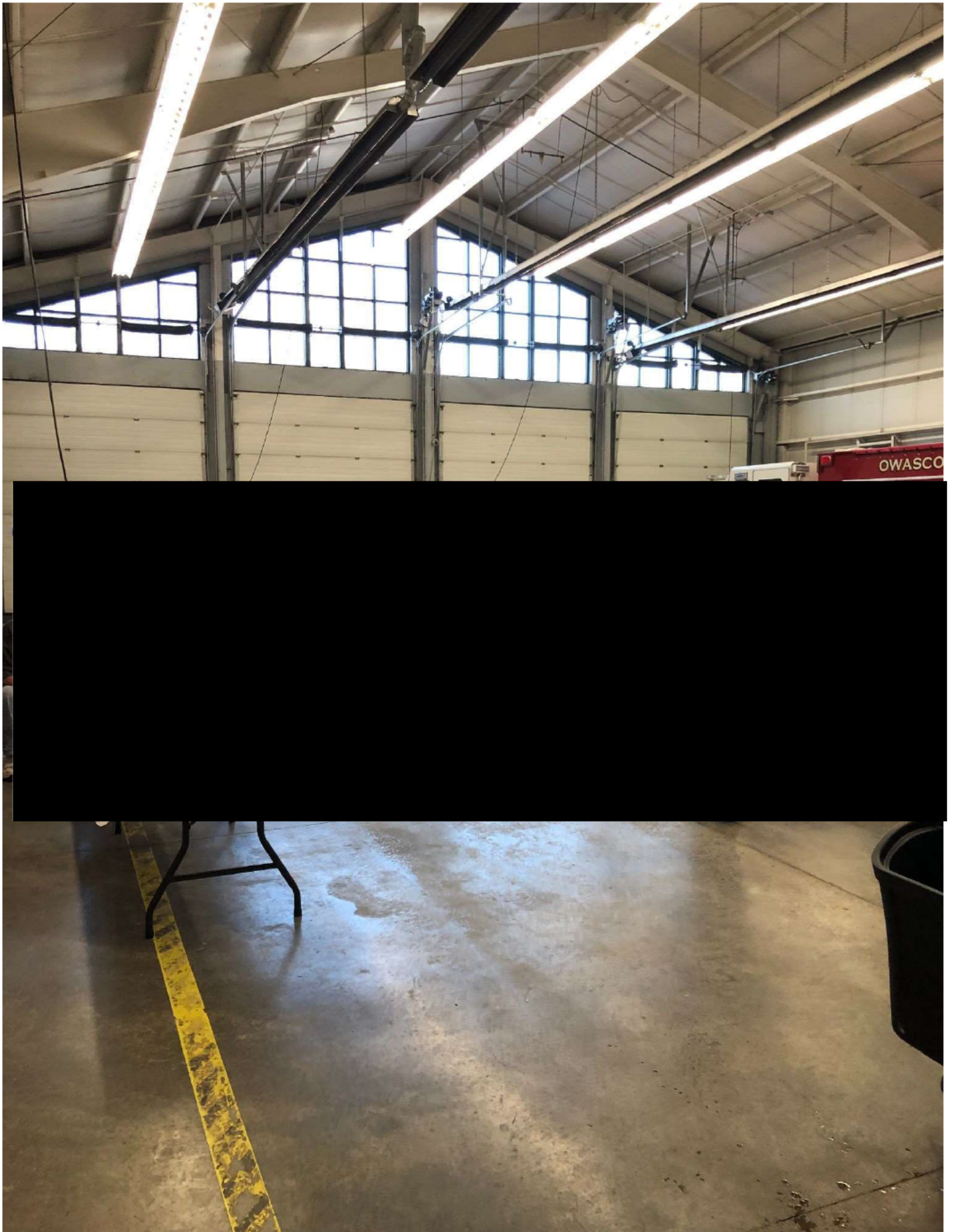
SPECIAL EXHIBIT

The Creative Genius of Set Director Emile Kuri -- From *It's a Wonderful Life*

20,000 Leagues Under the Sea Directed by Emile Kuri







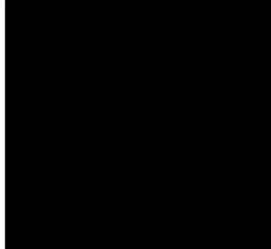
CAYUGA COUNTY LEGISLATIVE AGENDA



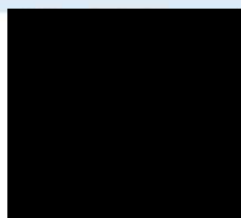
CAYUGA COUNTY LEGISLATURE MEETING

DATE: MARCH 26, 2019, CHAMBERS – 6:00PM

LEGISLATURE MEMBERS:



District 1, Chair
District 2
District 4
District 6
District 8
District 10
District 12
District 15



District 13, Vice-Chair
District 3
District 5
District 7
District 9
District 11
District 14

CALL TO ORDER:



ROLL CALL:

EXCUSED:



PLEDGE OF ALLEGIANCE:

MOMENT OF PRAYER:

DEATHS:

- [REDACTED], served as a custody officer in the Cayuga County Jail for 14 years
- [REDACTED] World War II Veteran, served on Board of Directors at SCAT Van in Auburn for 23 years as a driver and van assistant, the grandfather of Legislator [REDACTED]

PROCLAMATIONS:

- Donate Life Month in Cayuga County April 2019
- Equal Pay Day 2019, April 2nd
- Sergeant Francis G. Porter Day in Cayuga County March 26, 2019

PRESENTATIONS:



PUBLIC TO BE HEARD:

MINUTES TO APPROVE: FEBRUARY 14TH & FEBRUARY 26TH, 2019



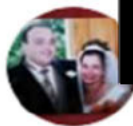
Finger Lak...



Finger Lakes Classical School



Message



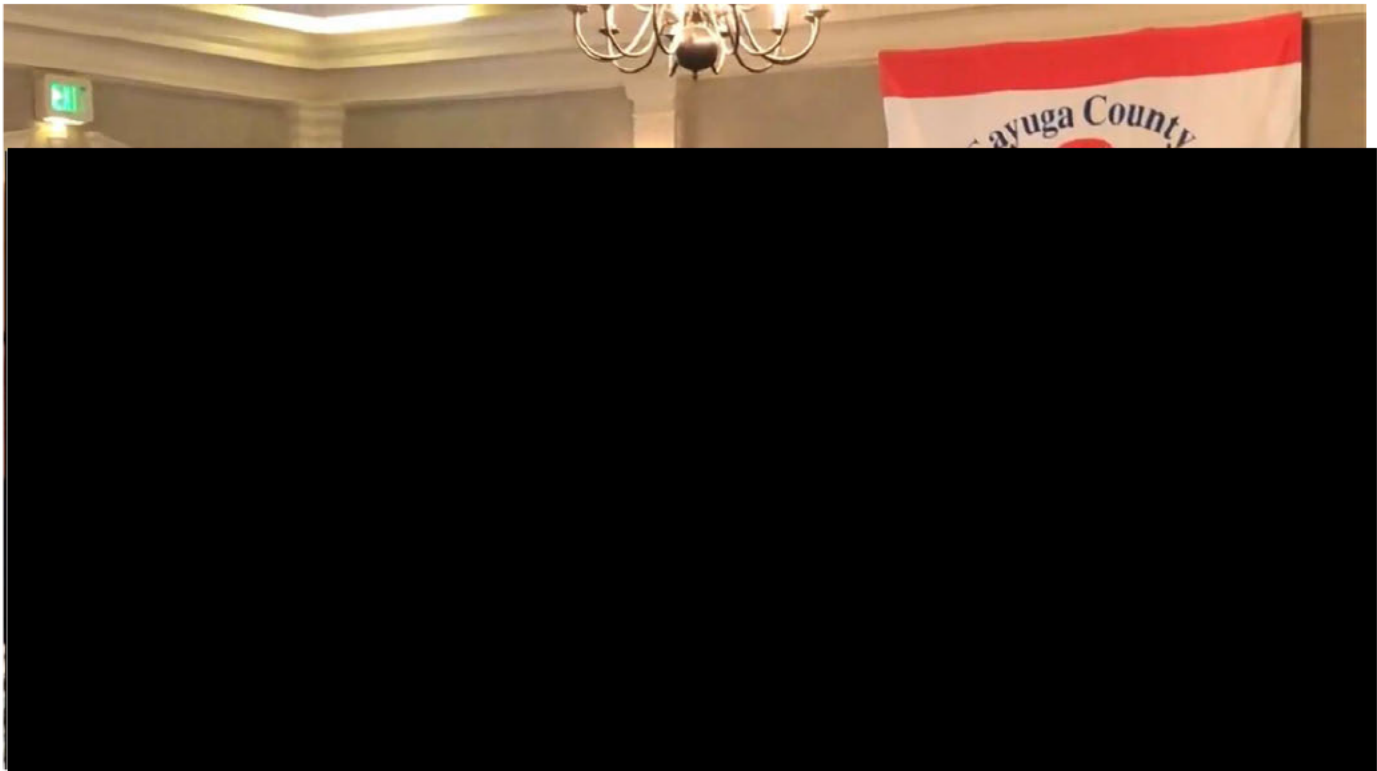
[REDACTED] and 243
others like this

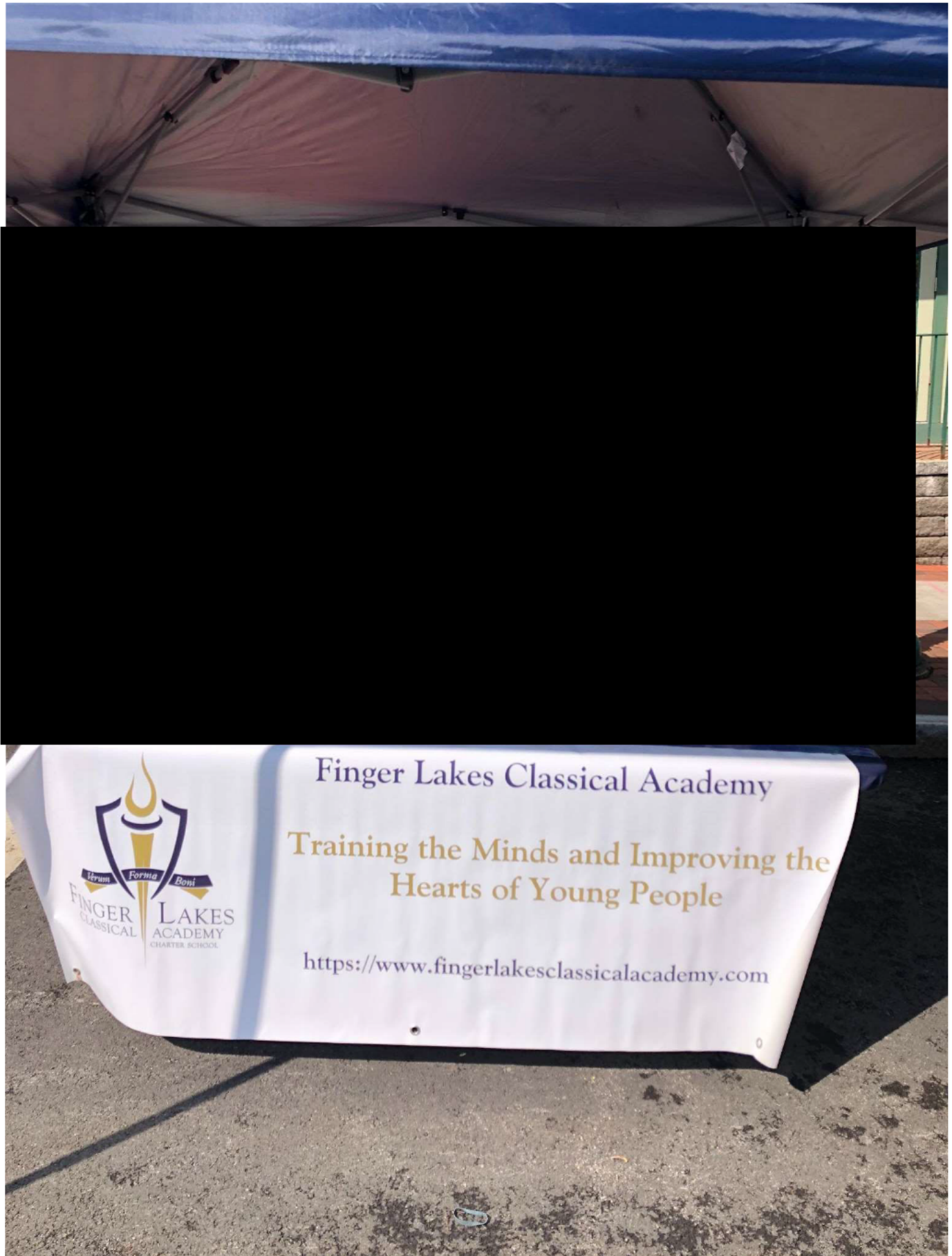
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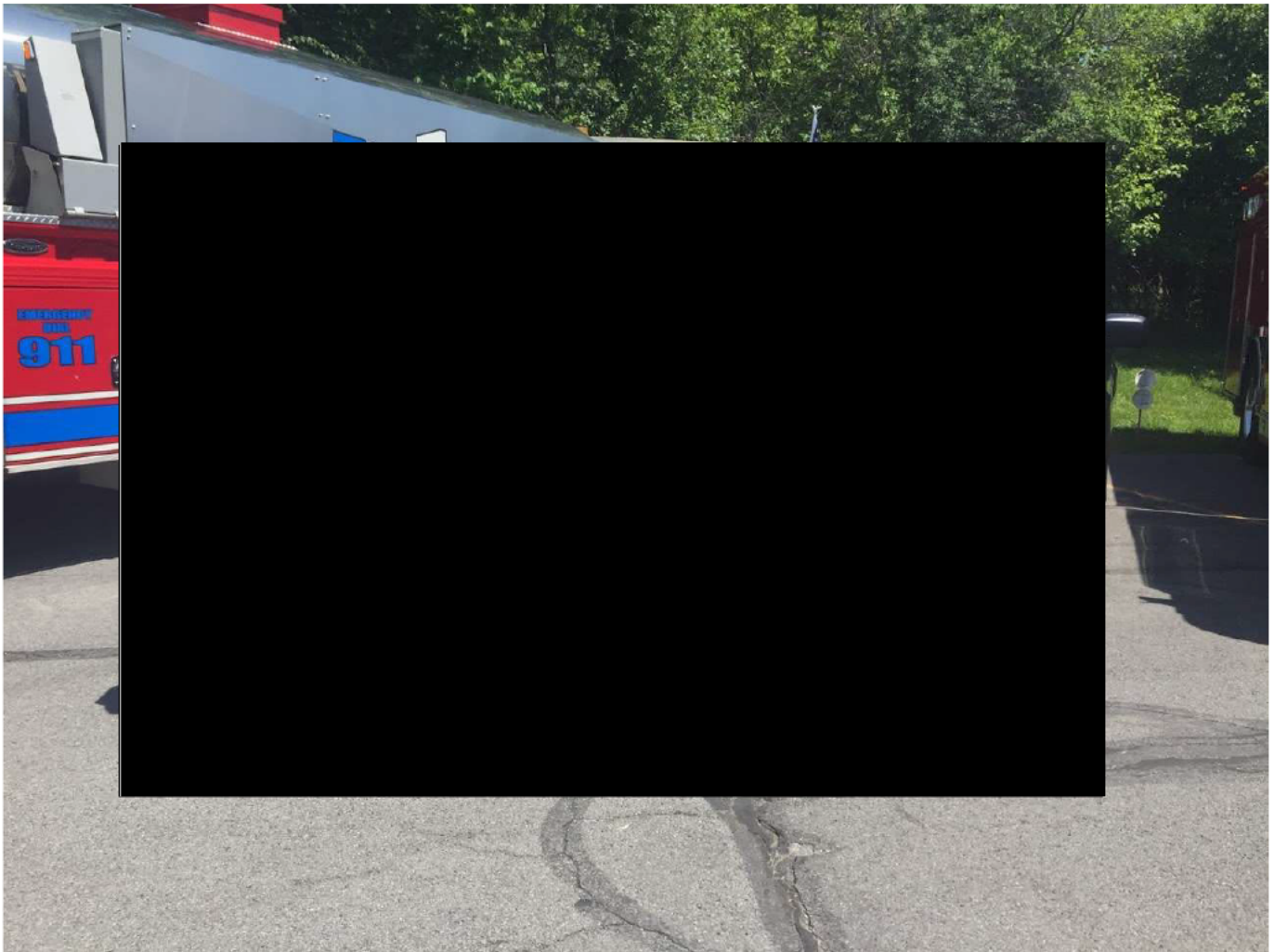
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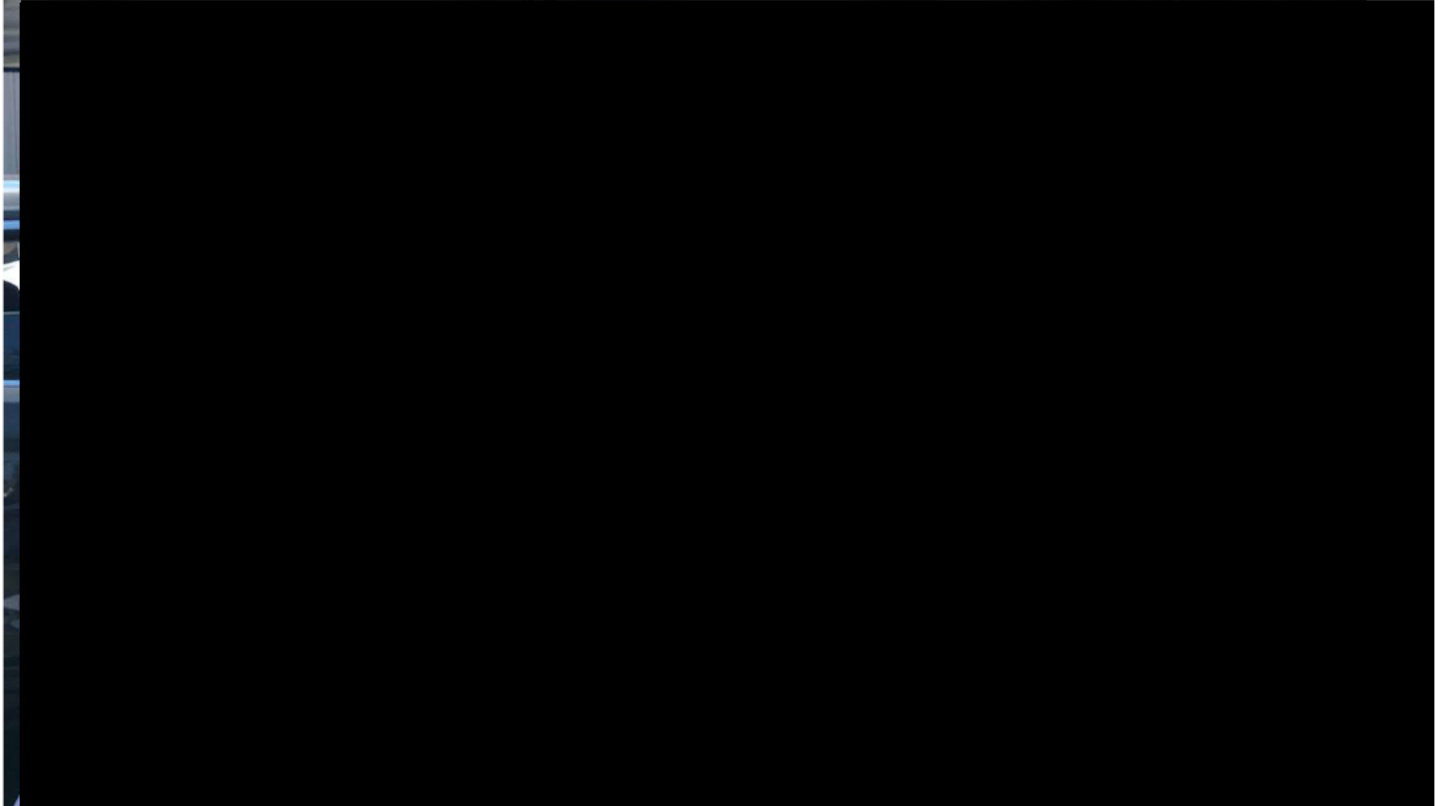
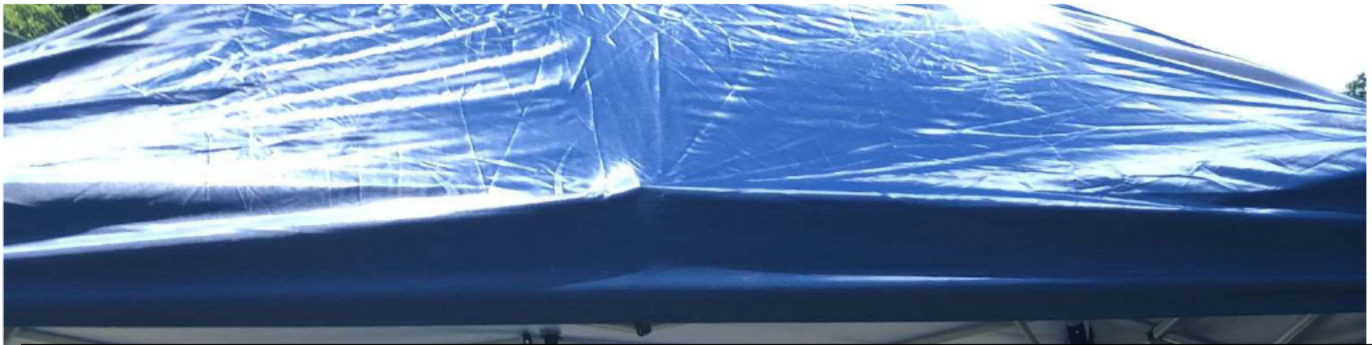
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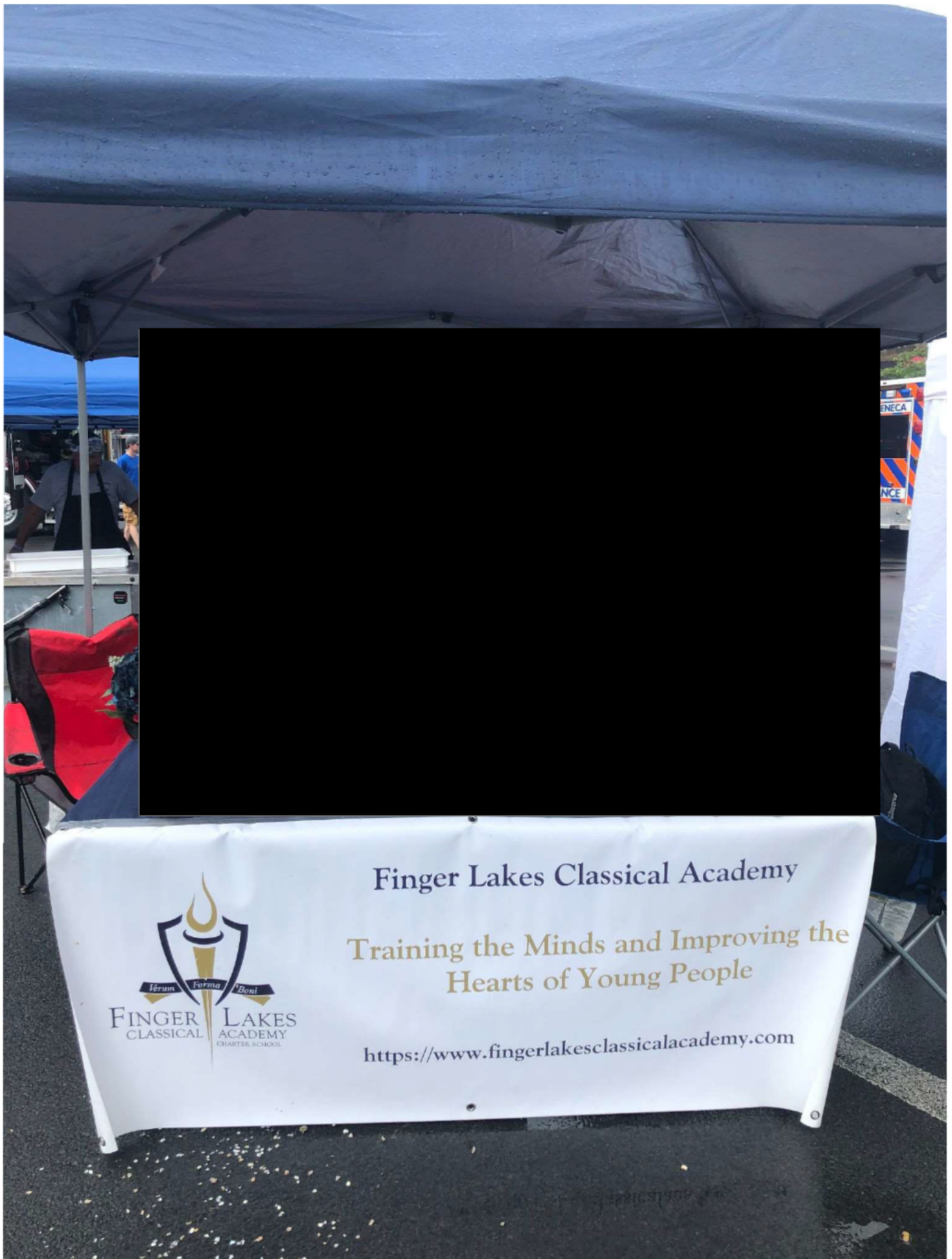
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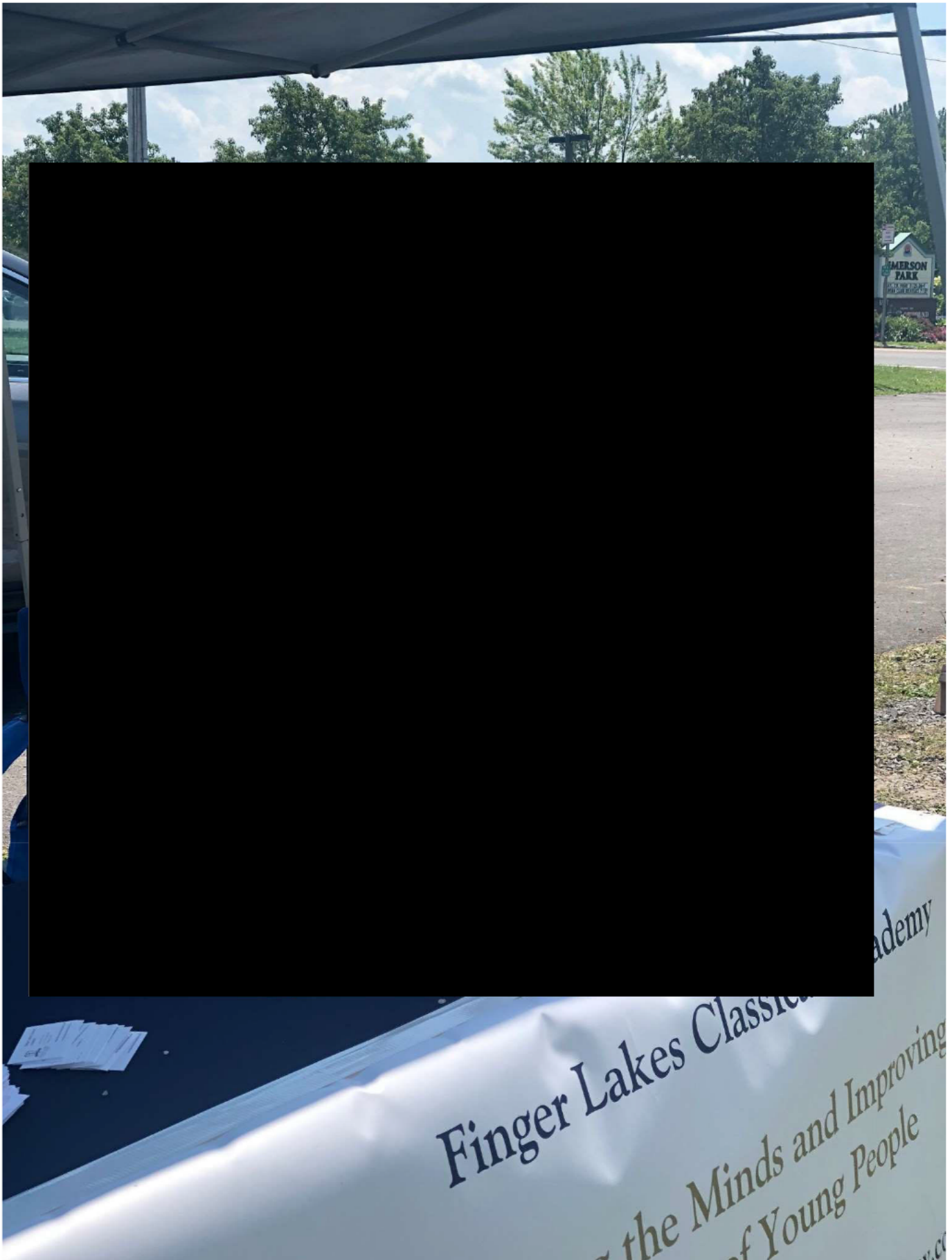


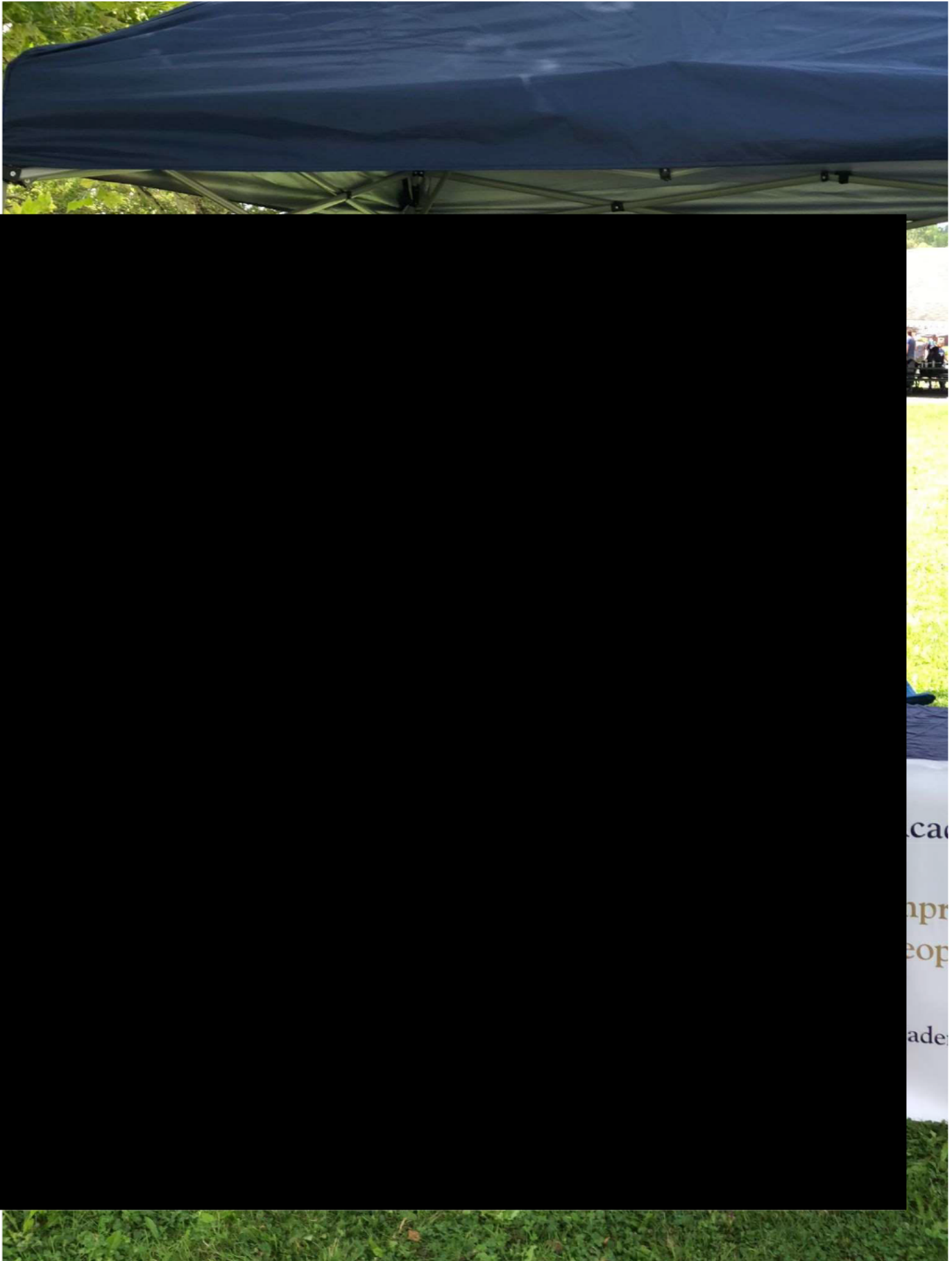


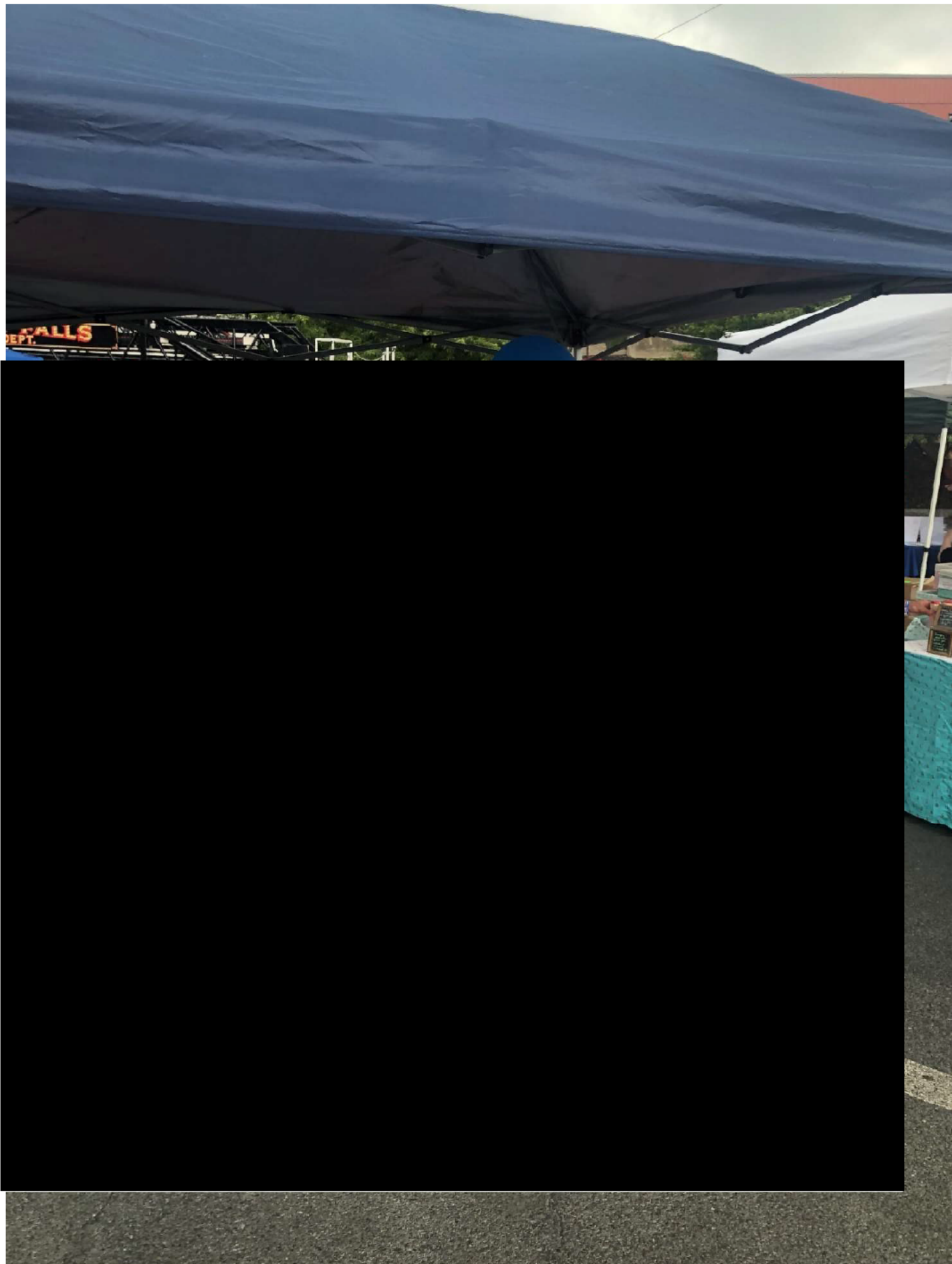


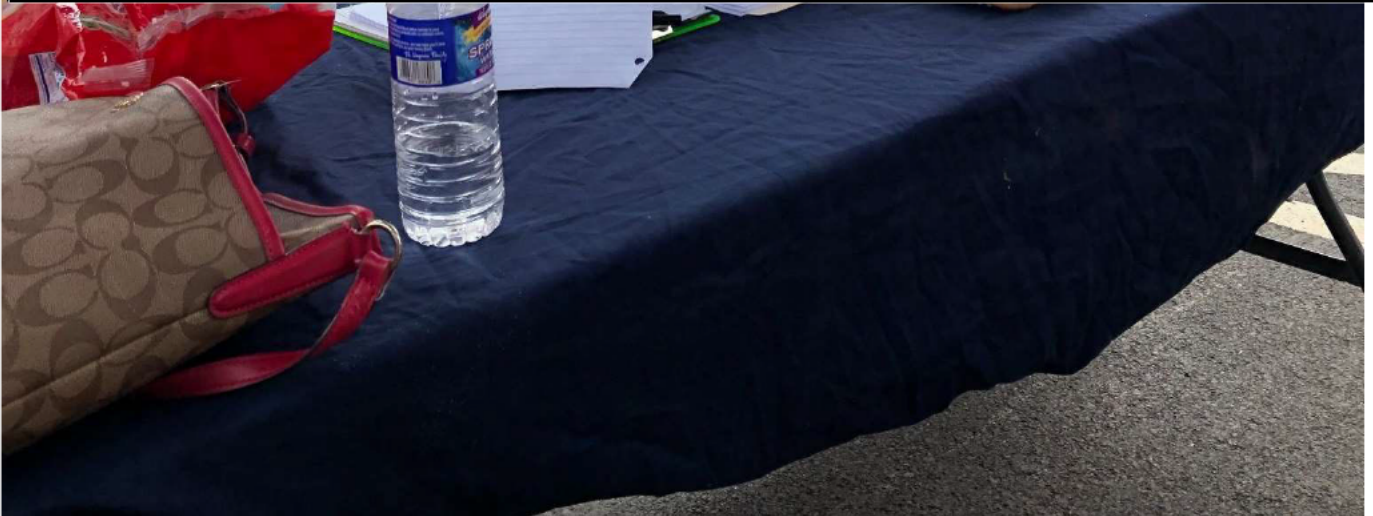
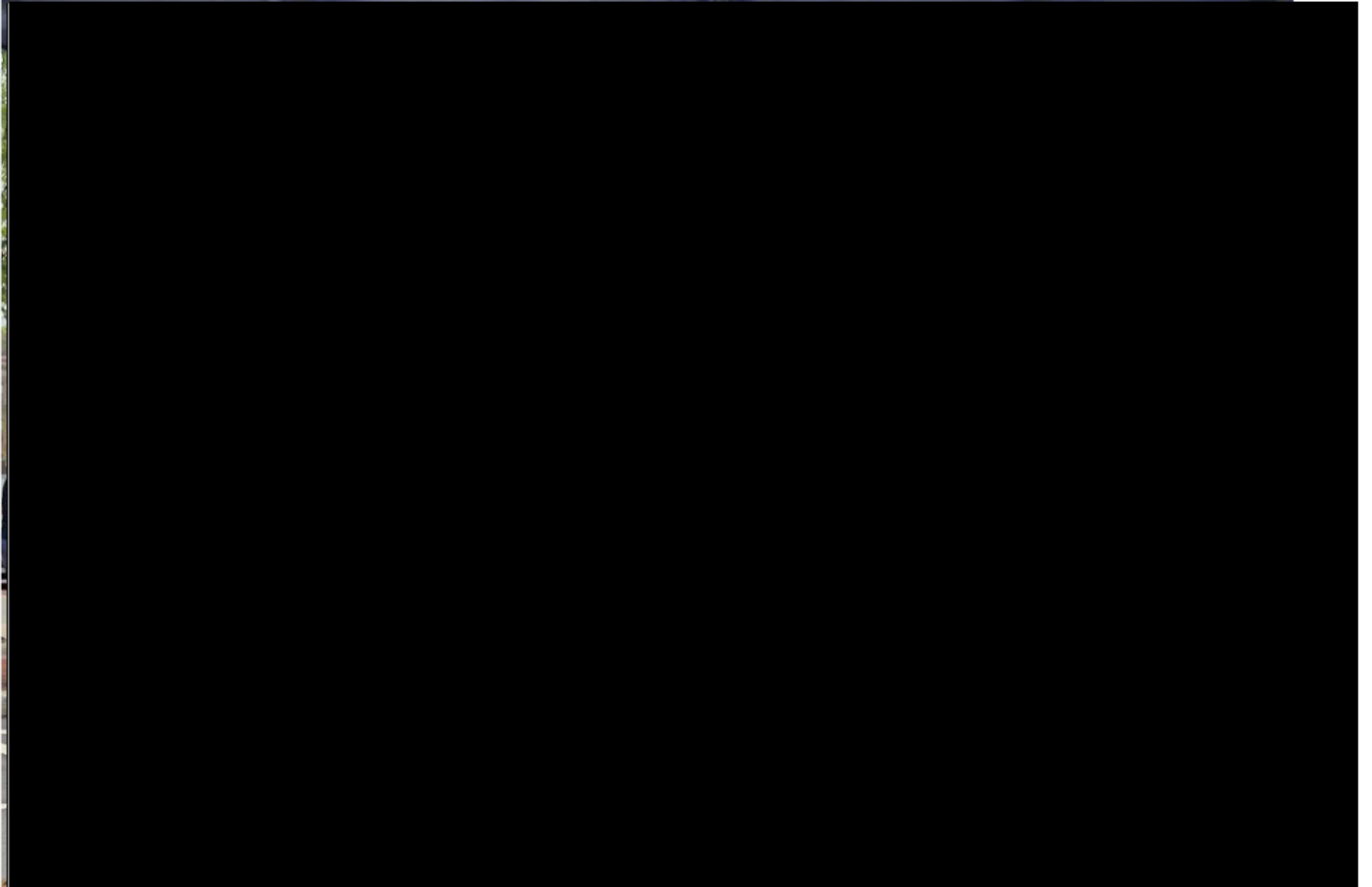






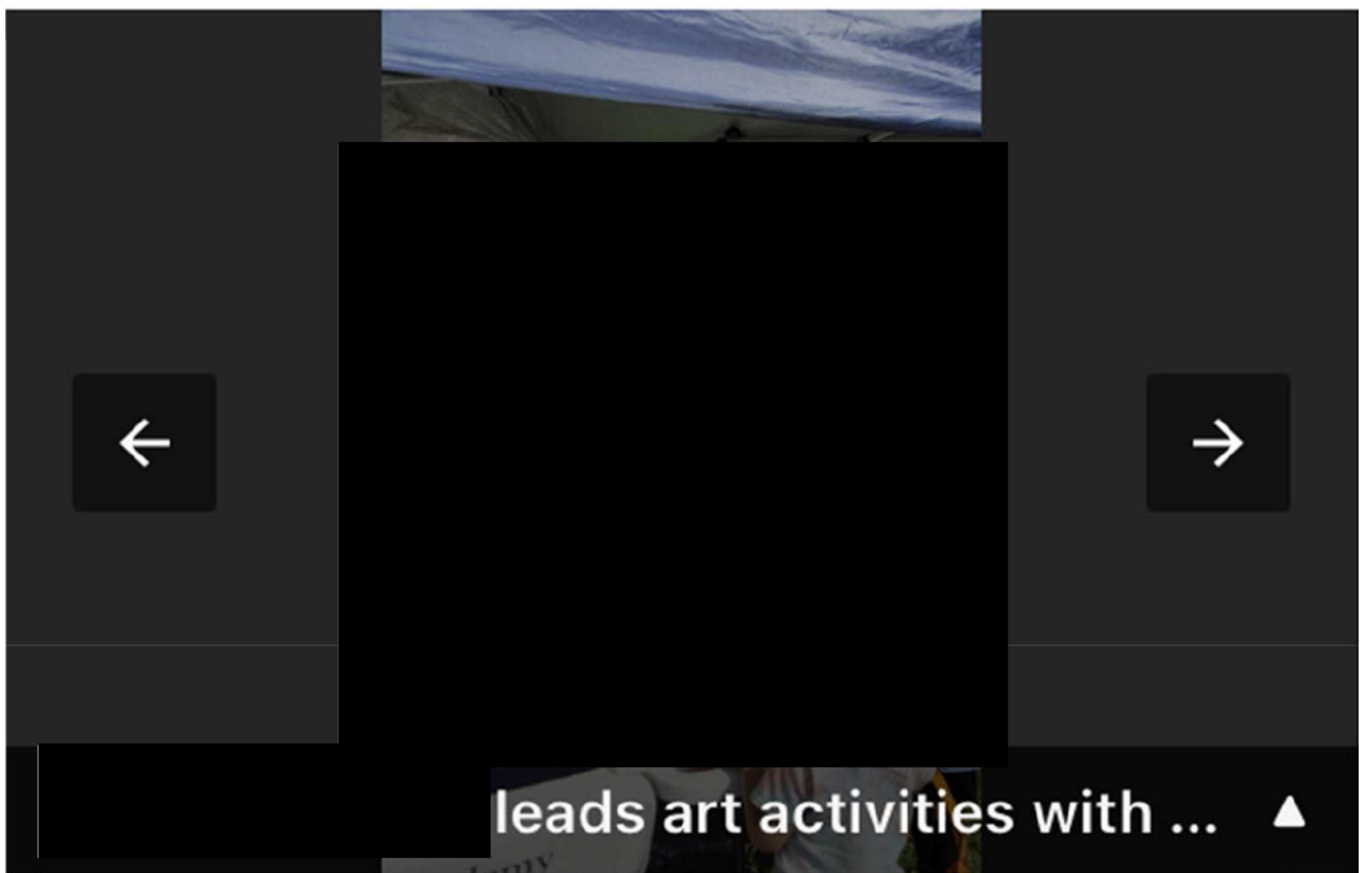






COMMUNITY

Art in the Park: Visitors explore art at outdoor event in Auburn

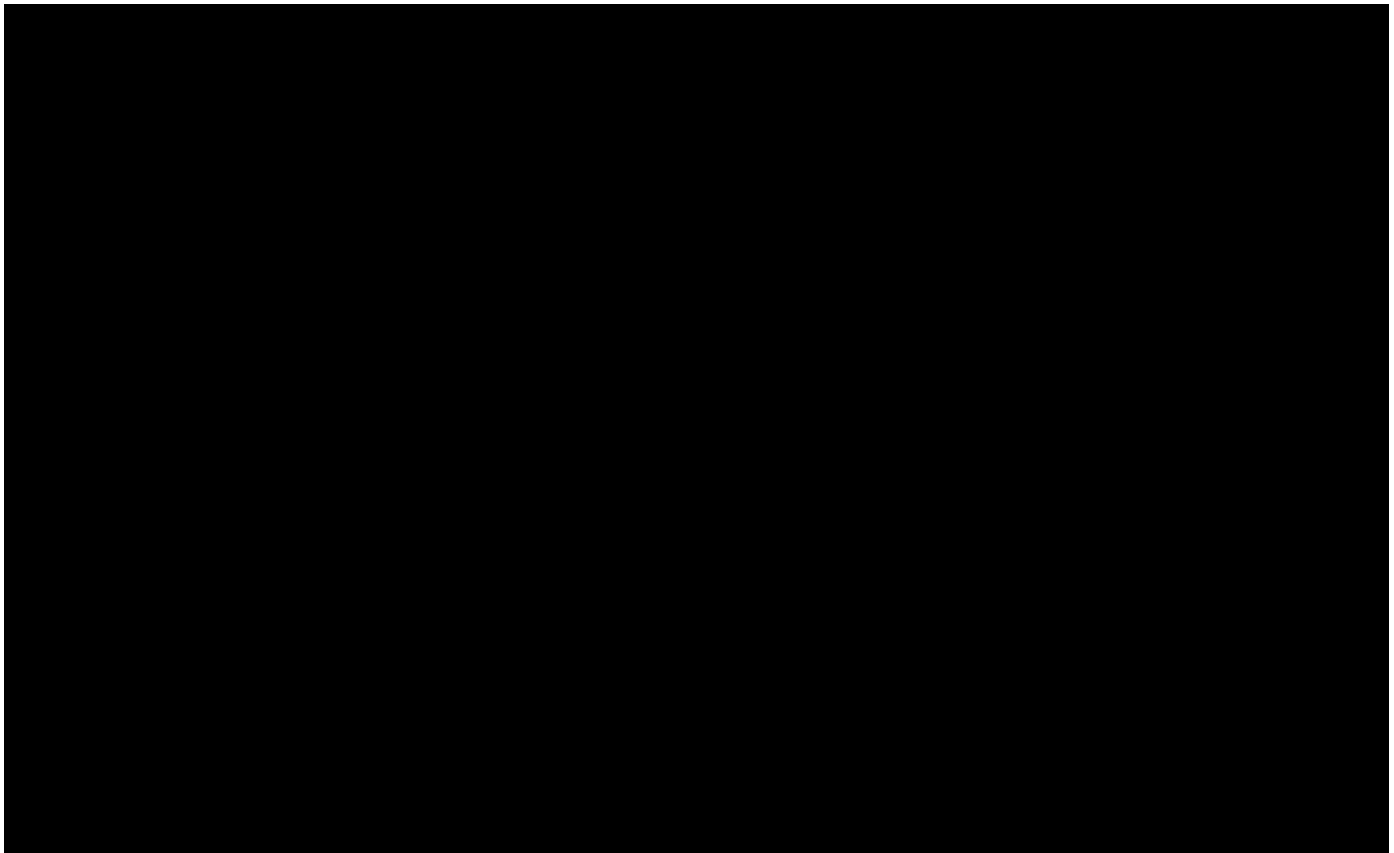


Updated Oct 20, 2019

Art in the Park: Visitors explore art at outdoor event in Auburn

† [REDACTED]

· Sep 15, 2019 Updated Oct 20, 2019



People spend time at the Art in the Park event at Hoopes Park in Auburn in September

AUBURN — While [REDACTED] lives close to [REDACTED], she had never been to the Art in the Park event held there until Saturday morning.

[REDACTED] who was at the vendor-packed event with family, said she was enjoying herself. She said she wanted to check out the event, adding that she didn't she realize there would be so many vendors. She noted they hadn't been at the event long, but enjoyed some cookies they had. Tenti talked about what she thought the appeal of the event was.

"I think probably the vendors, just supporting local people with their businesses, and it's a nice day, and it's a nice way to come see what people living in our community have to offer," she said.

Tents with all manner of arts, crafts and other items, from stone to soaps and lotions, were lined up at different parts of the park. Food trucks and other activities were also around while music could be heard.

[REDACTED] had a tent at the park, with crowds of people coming by to see [REDACTED] wooden shelves, cars, clocks and more. Witter said he has has been at the art event a few times in the past, and business had been good that morning.

Two event attendees, [REDACTED] [REDACTED] and [REDACTED] [REDACTED], complimented [REDACTED] on his work, and Harper bought a small shelf. [REDACTED] said her father had done woodworking and she was drawn to such items. She added that she was surprised by the number of vendors at the event, and [REDACTED] said she enjoyed her time there as well.

"There's a lot of creative people here," Murphy said.

[REDACTED] and [REDACTED], art teachers at Auburn Junior High School and Auburn High School, respectively, shared a tent for [REDACTED] knitting and crocheting business and [REDACTED] pottery business. Nearby were some of Bunce's students, doing face painting for children.

[REDACTED]y [REDACTED] could be seen doing painting activities with children at a tent for the Finger Lakes Classical Academy, which hopes to open a physical location by fall 2020. Moments such as children playing by a foundation could also be seen at the park as well.

[REDACTED] was busy creating art work for the fourth annual [REDACTED] Air Paint Out, a juried event in which competitors painted in the outdoors. She would occasional look over

intently at the spot in front of her, as her piece was of a spot with steps she was close to.

She admitted that she was nervous, as she had less than two hours at that point to finish her piece, and it normally takes her months to finish a painting rather than hours. Being out in the park was a "a treat for me," [REDACTED] said. She praised the setting.

"I think the art and the vendors, it's a nice combination of events," [REDACTED] said.

Small Door Hangers: Front side



Small Door Hangers: Back side

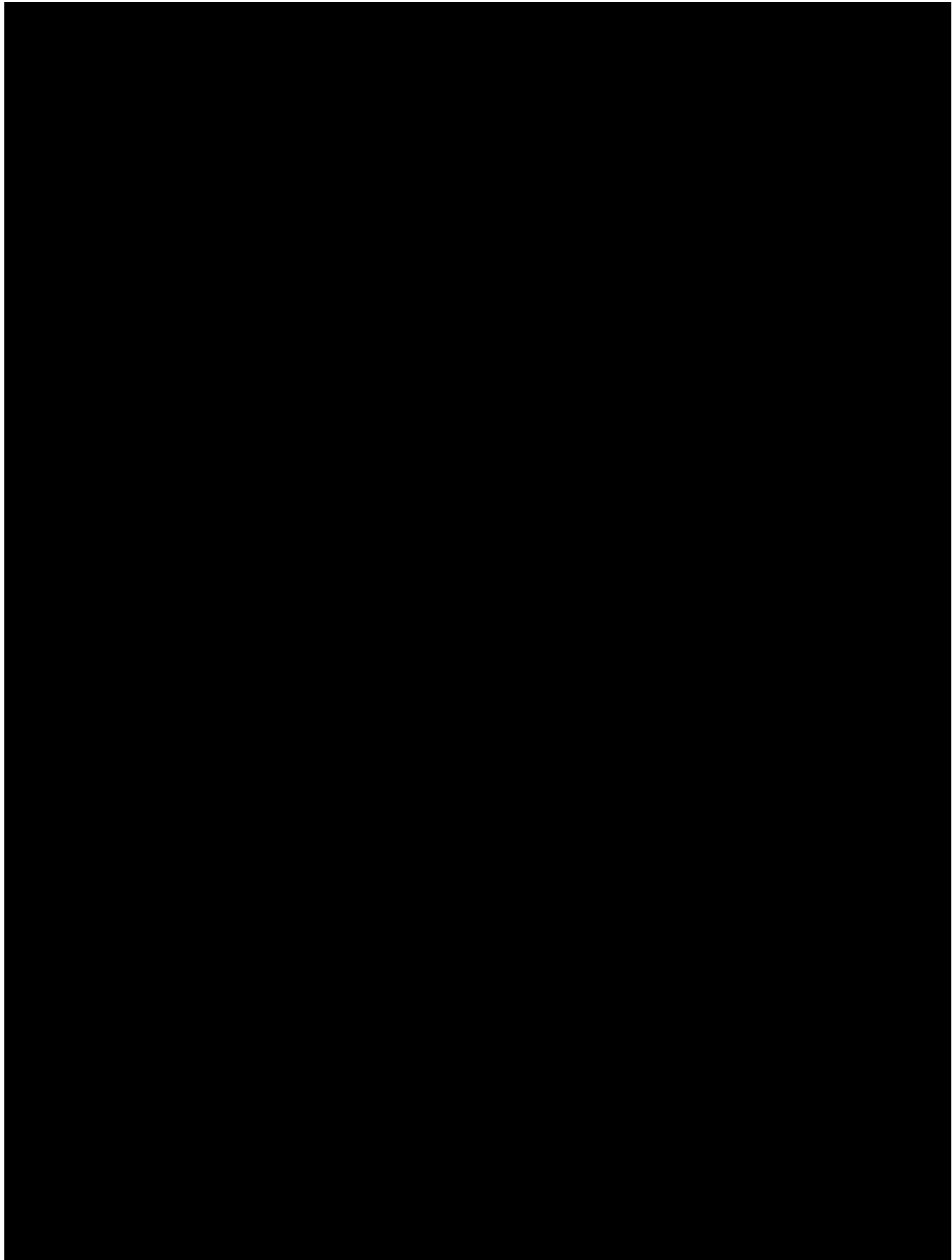


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Finger Lakes Classical Academy

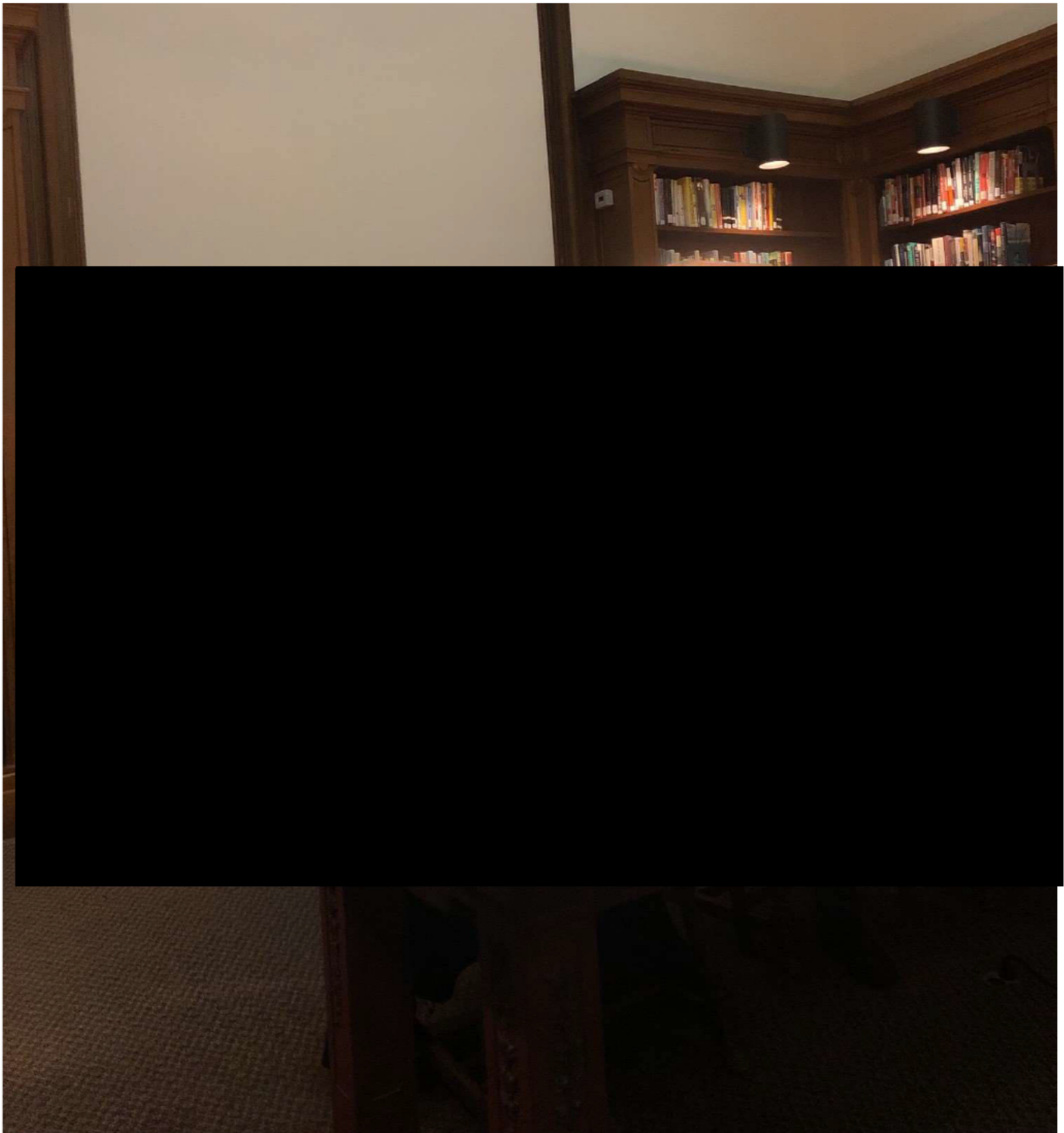
More information at:
fingerlakesclassicalacademy.com Please
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Interested in a potential alternative educational option for the children of our community?

Classical Education

- A content-rich core knowledge curriculum integrating literature, history, math, science, music and the arts.
- Explicit phonics and Latin to give your child a solid foundation in literacy.
- Ability-grouped Singapore math curriculum.
- Highly engaging, direct, teacher-led instruction.
- Cultivating independent and critical thought through methods such as Socratic seminar.
- A classical, liberal arts education that will help your child flourish and live a good and meaningful life.



www.fingerlakesclassicalacademy.com
www.facebook.com/Finger-Lakes-Classical

Join us for an
informational
session



December 7, 2019

Welcome to the 46th Annual Holiday Craft Fair. We hope your sales are plentiful!

If you need assistance during the Fair, please feel free to contact someone at the Registration Station or one of our student volunteers who will be wearing Cayuga Community College shirts and a staff lanyard. We will be circulating throughout the Fair.

In your packet you will find a vendor directory and a map of the Fair. PLEASE NOTE: there may have been some changes to booth assignments here and there due to unanticipated circumstances.

This year look for:

- Food Options for Fair visitors and vendors:
 - Wolf's Patio Pizza Food Truck – outside Spartan Hall Entrance
 - Subway – adjacent to Cafeteria
 - Various treats from vendors representing the Cayuga County Sweet Treat Trail
 - GrubHub or DoorDash if you have the app on your phone.
- Children's Art Activity hosted by CCC Art Professor [REDACTED] and local Auburn Art Teacher, [REDACTED] with Cayuga's Art Students, located between Spartan Hall and the Main College Entrance
- Music "buskers" in the Cafeteria. Enjoy them while you eat!

We are expecting the attendance at this year's craft show to be robust. We have expanded the size of the Fair by 10% in the past year. There will be 24-hour building security assigned to the show.

To avoid any risks, please have your booth occupied during Craft Fair operating hours.

Thank you for your participation and hope your craft fair experience is rewarding.

HAVE A WONDERFUL HOLIDAY SEASON!

[REDACTED]

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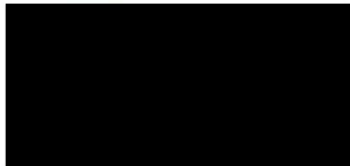


Join us for an
informational
session

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Interested in a potential alternative educational option for the children of our community?

Join us for an informational session



Tuesday, February 18th at 5:30 PM



Classical Education

A content-rich core knowledge curriculum integrating literature, history, math, science, music and the arts.

A classical, liberal arts education that will help your child flourish and live a good and meaningful life.

Interested in a potential alternative educational option for the children of our community?

Classical Education

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Join us for an informational session

Tuesday, March 10th at 6:30 PM

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Group seeks to open Cayuga County charter school

† [REDACTED]

Aug 25, 2020 Updated Dec 1, 2020



The logo for the Finger Lakes Classical Academy, found on the academy's Facebook page. The board of directors of the possible academy are working to bring it into fruition as a public charter school.

A Group of central New York residents want to offer a public charter school that would serve as an alternative to public schools without the financial barrier of a private institution.

Maureen Angotti and others have been working on establishing the Finger Lakes Classical Academy. But starting a charter school with public funds is a long and arduous process even under normal circumstances, let alone during the COVID-19 pandemic. The Finger Lakes Classical Academy is looking toward a 2022 opening.

Angotti, a member of the academy's board, said the idea behind pursuing a public charter school was to make an alternative to traditional public school more accessible to families who may not be able to afford the tuition of a private school. With public funds, the school wouldn't require tuition.

"Auburn and Cayuga County in general is a very middle-class area, and tuition is out of reach for so many families," Angotti said.

She said the public charter model is more sustainable than a private school. She said she appreciates the efforts and dedication of those who work at private institutions, but "it's really, really difficult at a private level to maintain and to find the kind of education that you want because of fundraising needs."

The academy's curriculum would focus on "classical, traditional learning," Angotti said, based on American educator [REDACTED] [Knowledge curriculum](#). It features methods of teaching phonics and math that Angotti feels are particularly effective, and includes history, geography, natural sciences, arts and civic duty. She added that it also involves students starting a second language in elementary school and starting Latin by third grade.

"There's just so many things about it that are, in my opinion, the best way to educate a child," she continued.

Angotti said she found the curriculum a couple years ago and was greatly impressed. She had also had a lot of conversations with people who wanted to explore possibilities

outside of public schools but didn't feel they were financially able to do so. She said the work to get this idea off the ground has been a group effort, adding that one board member studied Hirsch's methodology in college.

The board started getting involved in public events last year to get the word out about the school. The state's charter application process asks for documentation showing there has been public outreach.

The pandemic has made that effort more difficult, Angotti said, along the process of submitting an application to an authorizing entity, which she said for upstate New York is primarily either the state Board of Regents or SUNY. The most recent window of opportunity to apply was supposed to be in July but it was canceled. The next opportunity, Angotti continued, is during this upcoming winter. However, that is OK, she said, since it gives the board more time for public outreach.

The authorizer would decide how many grades the academy would have. The board hopes to open the school in Auburn, but that hasn't been determined, Angotti said, because it will depend on the authorizer and finding a building. A 2021 opening is possible but not likely at this point, she said, due to the July application period being cancelled. The board is looking at 2022 as its likely opening.

Seeing so many people work toward making this school a reality has been encouraging despite the circumstances and setbacks, Angotti said.

"I'm amazed at people's perseverance, which speaks to the recognition that there is a need in this community to have some school choice that isn't a financial burden on families," she said.

Public charter schools are funded through money per pupil from the state. Advocates for traditional public schools — which also rely on state funding — have long argued

such charter institutions sap public schools of money, resources and students. Charter proponents argue these facilities have more autonomy since they are independently operated but still have to live up to the standards in their individual charters and have a lot of positive aspects for students.

██████████, president of the Auburn Enlarged City School District Board of Education, said he had not heard that a charter school could potentially be coming to the district. He said there are possible benefits to charters such as a ability to experiment and teachers not contending with state testing.

There also can be problems, he said.

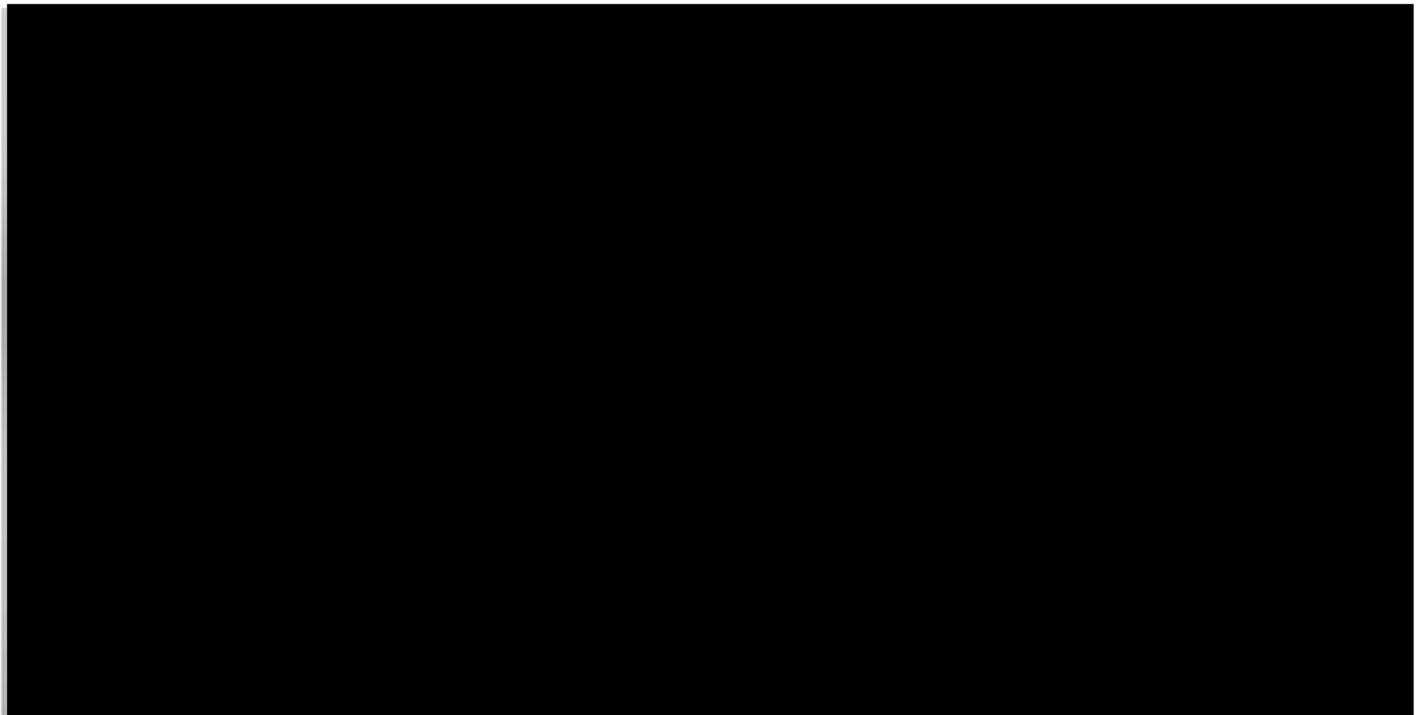
"There's no real accountability measures for their practices lots of times. Some charter schools have been great, some have been like a degree factory, where it's like, 'Give me your money and we'll get you through,' and the students don't really get much benefit out of it."

The major downside to charter schools for public institutions, ██████████ said, is that they can siphon off staff and enrollment numbers.

"With enrollment numbers going down, the school district loses even more state funding because it's going off to the charter school," he said.

On the other hand, ██████████ said, "competition leads to innovation."

"Competition can be a good thing. It can cause the public schools to have to raise their game to keep their enrollment up to compete against the charter schools," he said. "But at the same time, losing resources and trying to innovate to keep some of those resources could hurt."



Interested in hearing more about school choice? Check out this new video! The Finger Lakes Classical's board member, [REDACTED] has a lot of great information t...



Guest column: The case for a public charter school in the Cayuga County area

· Maureen Angotti Special to The Citizen

· Sep 29, 2020 Updated Nov 4, 2020

What if ... parents were able to decide for themselves what learning environment is best for their child? No matter where employment took them, what their income was, and what housing was available and in their price range, they still had school choice? Many parents may continue to choose the public option. Some who believe strongly in having faith interwoven into the curriculum would head to a religious school. Some embrace the philosophies of other private options. But what if it was their choice? Parents are the primary educators of their children. In our modern culture, this title may seem odd, since most children are educated by so many other outside influences. Even though these other sources may occupy more time with children, parents still retain the primacy of underscoring what is truly important in life, such as academics, morals and instilling civic duty. Incredibly, for so many parents across the nation, the decision of where to send their child to school is not included. Shouldn't parents decide, not property lines?

Historically, education in the United States has been split between private schools and the traditional public school. This changed in 1991, when the state of Minnesota passed the first law establishing charter schools in the state. Almost 30 years later, the number of charters in the U.S. has skyrocketed, forcing more competition and faster improvement among existing public and private schools. Too many American students are graduating high school ignorant of the most elementary facts and information normally taken for granted. Sadly, we have young adults entering college in need of remedial math and English. Overall, charter schools have provided a challenge to the status quo and have delivered the results that make it worth expanding this option for parents. They are nonprofit and tuition-free, funded by a per pupil percentage of what the typical public school receives. This emphasizes the mission of public education.

Should school taxpayers be funding the education of individual children for the betterment of our communities and our future, or should funding go to the doorstep of the school building in their zip code?

Not only have charter schools been found to have significantly higher levels of growth in math and reading for all students, but minority and low-income students benefit disproportionately more. They are becoming a bigger part of the U.S. education system every year. For millions of American families, they offer a much needed choice, different from the one-size-fits-all public school. Parents *are* the primary educators of their children. They know their child and should be able to choose what they believe will offer their child a brighter future.

Finger Lakes Classical is a group of parents, grandparents, educators and community members with a dream of offering the very highest standard in education to the community we care for. It hasn't been easy to get this project moving and will only continue to get harder, but we are up for the challenge of such a worthwhile cause. America's international test scores serve as evidence of a need to reflect. America is running in place as other high-performing countries start to lap us. The teachers' fault or the system's fault? The answer is clear to me. Our system is broken. We have many talented, caring and passionate teachers working in a fractured system. Teachers and parents are looking for more. We want exceptional schools for our children. We want teacher-led, content-centered classrooms based on a foundation of cultural literacy. We want choice. Specific subject matter knowledge over a broad range of domains is the key to language comprehension, and as a result, a broad ability to learn new things. It is the cornerstone of competence and adaptability in the modern world — to be able to vote responsibly, to comprehend news articles and to honorably serve on a jury. Access to this knowledge provides a sense of belonging to a wider community and a feeling of solidarity with other civic-minded Americans. The more a person knows, the more a person can learn. School choice allows parents to have more involvement and control over their child's education, which in turn emphatically impacts academic achievement.

Bringing a public charter school to our community will be an uphill battle, but we are confident of victory. There are few forces stronger than parents determined to get a good education for their child.

Finger Lakes Classical Academy: A parent's choice. A child's opportunity.

GUEST COLUMN

Angotti: The foundation of classical education

· Maureen Angotti Special to The Citizen

Dec 1, 2020 Updated Jan 6, 2021

What if *all* children had the opportunity to be classically educated? It's difficult to appreciate the possibilities this type of education presents to a young mind unless you have an understanding of classical education and the liberal arts. For most people, old-fashioned or traditional come to mind, which of course begs the question: why? What is the relevance now? In the age of the internet, why would we want to root ourselves in the past? Isn't newer always better? What can young people possibly learn from old books?

There is an expression, "tried and found true." Classical education has a 2,500-year-old history in the West. It began in ancient Greece and was adopted by the Romans. After the fall of the Romans, it lost some traction, but slowly made its recovery during the Middle Ages, and was again brought to perfection in the Italian Renaissance. Along with so many, it made the voyage to America. Washington has often been compared to the Roman patriot Cincinnatus. Lincoln is one of our greatest witnesses of the value of classical education. Its importance in the history of the West cannot be understated. Steve Jobs repeatedly said that he sought to make Apple the intersection of liberal arts and technology.

Classical education separates itself from modern progressive education for four primary reasons:

Classical education values knowledge for its own sake as well as its concrete application. We are humans. Our interaction requires us to use what we know in the pursuit of life, liberty and happiness. K-12 education has so much more to offer than the limits of vocational training, training that is meant to follow this foundation. Classical education includes a strong emphasis on language, literacy, writing and mastery of the English language. The reading material is the great books in literature that have withstood the test of time and the primary documents throughout the history of our world and our great country. It sees mathematics as a central component of the arts and sciences. Numeracy and an early understanding of the language of mathematics are essential.

Classical education upholds the highest standards of correctness, logic and beauty. The greatest of minds, the complexity of human nature, the most remarkable human events are all brought to life in the classroom. We learn from the top shelf. Mediocre is not an option. It uses a content-rich, traditional curriculum, including the use of classical books and art. Study concentrates itself in the core academic disciplines of history, literature, mathematics and science, while still valuing and appreciating the visual and performing arts.

Classical education demands moral virtue for its teachers and its students. Education is a moral enterprise. Students wear uniforms. All schools must maintain order and decorum for learning to take place. Socratic teaching is used by kind-hearted, virtuous teachers who are subject matter experts. Mastery of the core academic curriculums requires instructions from masters of their content areas. To ensure this, teachers need to be classically educated themselves, be seasoned from a classically teaching school, or be open and willing to put down what they have come to know through state curriculums and methods and learn an entirely different approach to education.

Classical education prepares human beings to assume their places as responsible citizens in the political order. Aristotle defined man as “by nature an animal intended to live in a polis.” The knowledge this necessitates for our country can only be gained by a thorough study of American history and government. It is meant to pass on the best which has been thought and said throughout time.

At the center of classical education are standards of teaching excellence, curriculum and discipline. It takes stock in the “tried and true,” rather than in the latest fads found in our current nation’s schools. Classical education knows career and college readiness are merely byproducts of education and not the totality. The goal is virtuous young adults who do not live with historical or cultural amnesia, but instead are immersed in the legacy they inherited, and are therefore much more likely to value it. They are gifted with a sense of who they are in the context of human history. Classical education aims for students to know the story of our country, and to read and write with facility. It believes that young graduates who are able to use their knowledge of the past to make good decisions in the present and plan wisely for the future will be in high demand. These are the puzzle pieces to the building of a beautiful landscape and a flourishing country.

Maureen Angotti is a member of the board of Finger Lakes Classical Academy, a charter school organizers hope to open in the Cayuga County area in 2022. For more information, visit fingerlakesclassicalacademy.com.

FREE Public Charter School

**You DO have a school
choice alternative**

**QUALITY SCHOOL for your child
TUITION-FREE!**

Highly qualified teachers go back to the
basics of Reading, Writing, and Arithmetic
to help your child to be successful.



Learn more at fingerlakesclassicalacademy.com

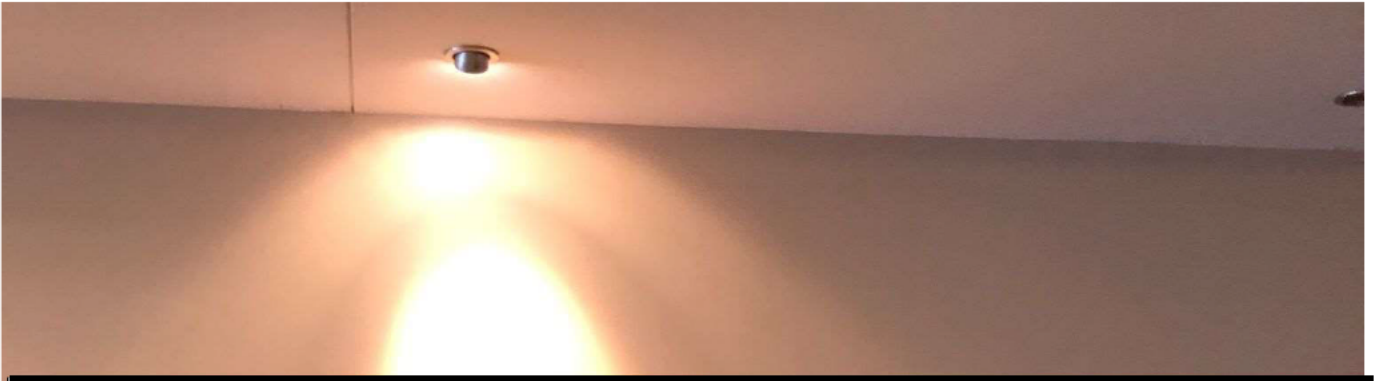
Look out for our upcoming virtual events!

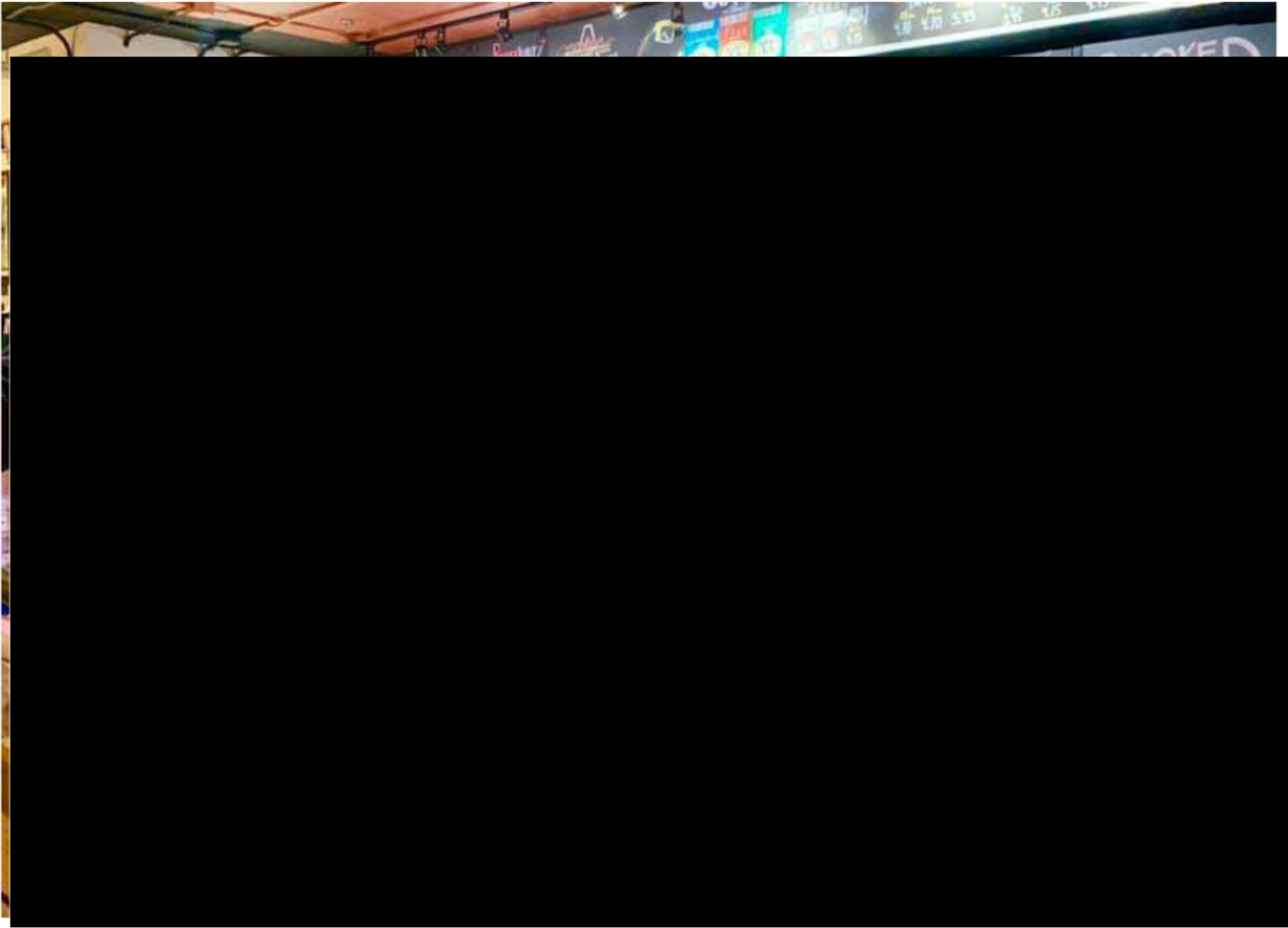


FACEBOOK



WEBSITE





Free Public Charter School

You DO have a school choice alternative.

Interested? Have Questions?

Join the Finger Lakes Classical Academy team for discussion.

Every 1st and 3rd Friday, from 5:00 to 7:00 pm

BEGINNING MARCH 19th





Campaign Kickoff

Thursday June 3

4:30pm - 6:30pm

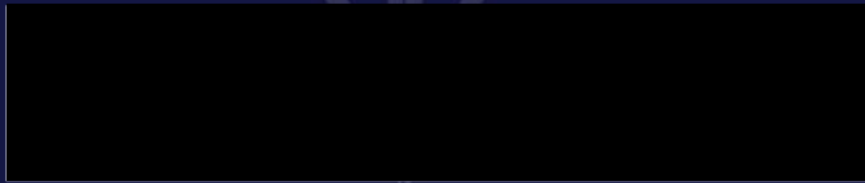
\$10 per person

hosted



Founder Maureen Angotti &
Board Member [REDACTED]

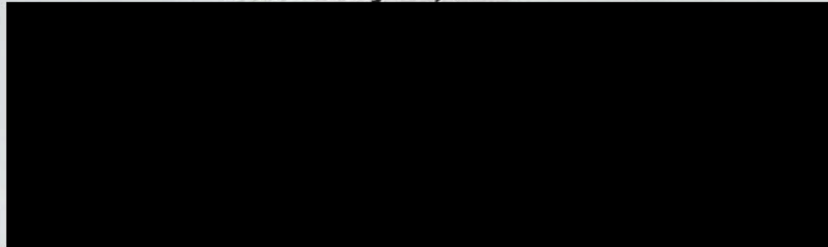
LIVE on the AIR
Recording from 6/30 @ 8:30AM



Cayuga County Annual Republican Picnic

*Come Join us, One and All
For an old fashion picnic
Good Food, Family & Friends*

DATE: July 22, 2021



TIME: 4-8 pm

COST: \$40 PP, \$70 couples & \$15 for children under 12

Name: _____

Address: _____

Email: _____ Phone: _____

Guest Name(s): _____

Please circle preferred method of contact for future events: EMAIL TEXT MAIL

Please detach the bottom half of this invitation and send with your check for
\$40 per person, \$70 couples & \$15 for children under 12

Make payable to:



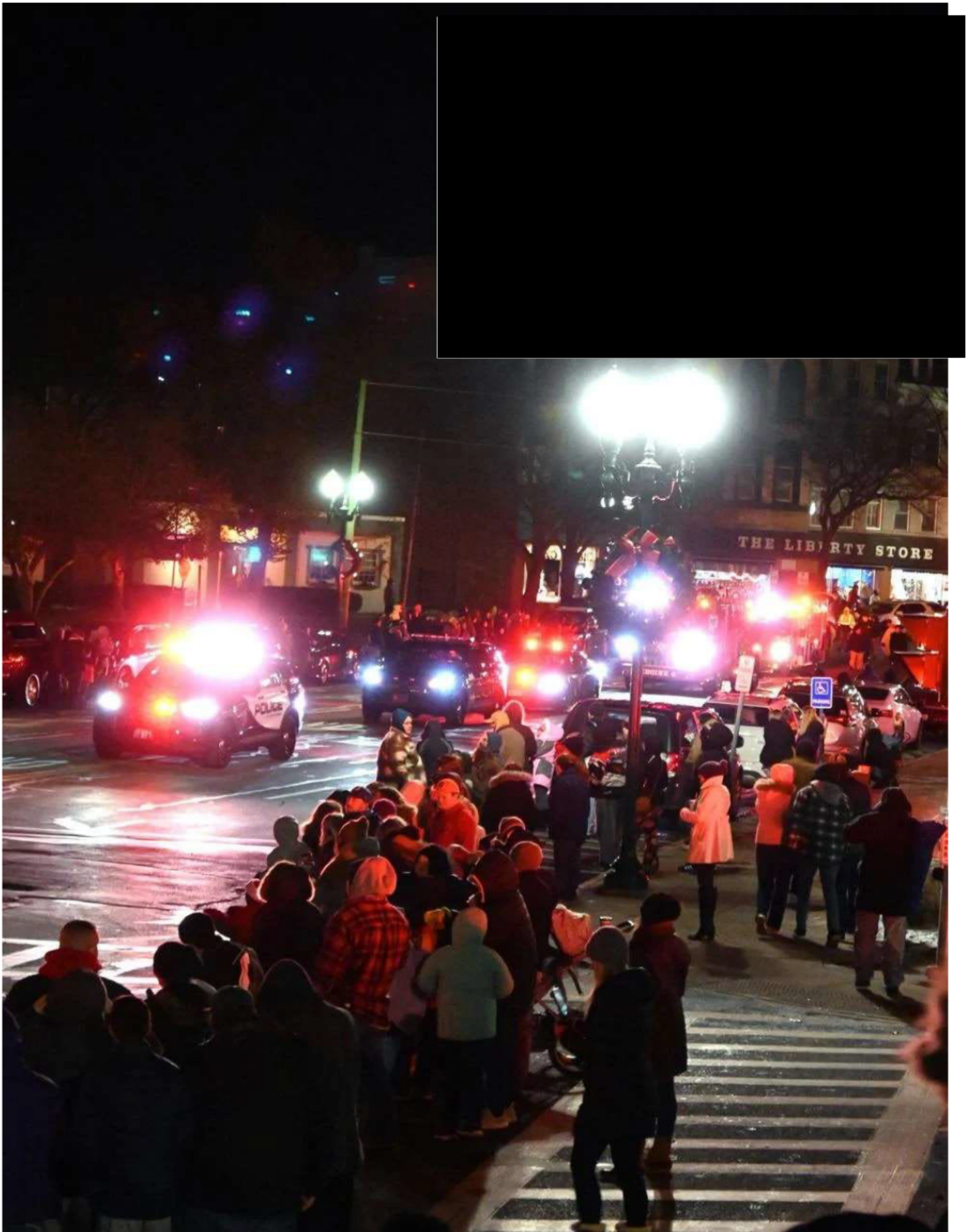
**RSVP WITH REMITTANCE BY JULY 20TH TO
DOREEN HENRY 315-253-3585**

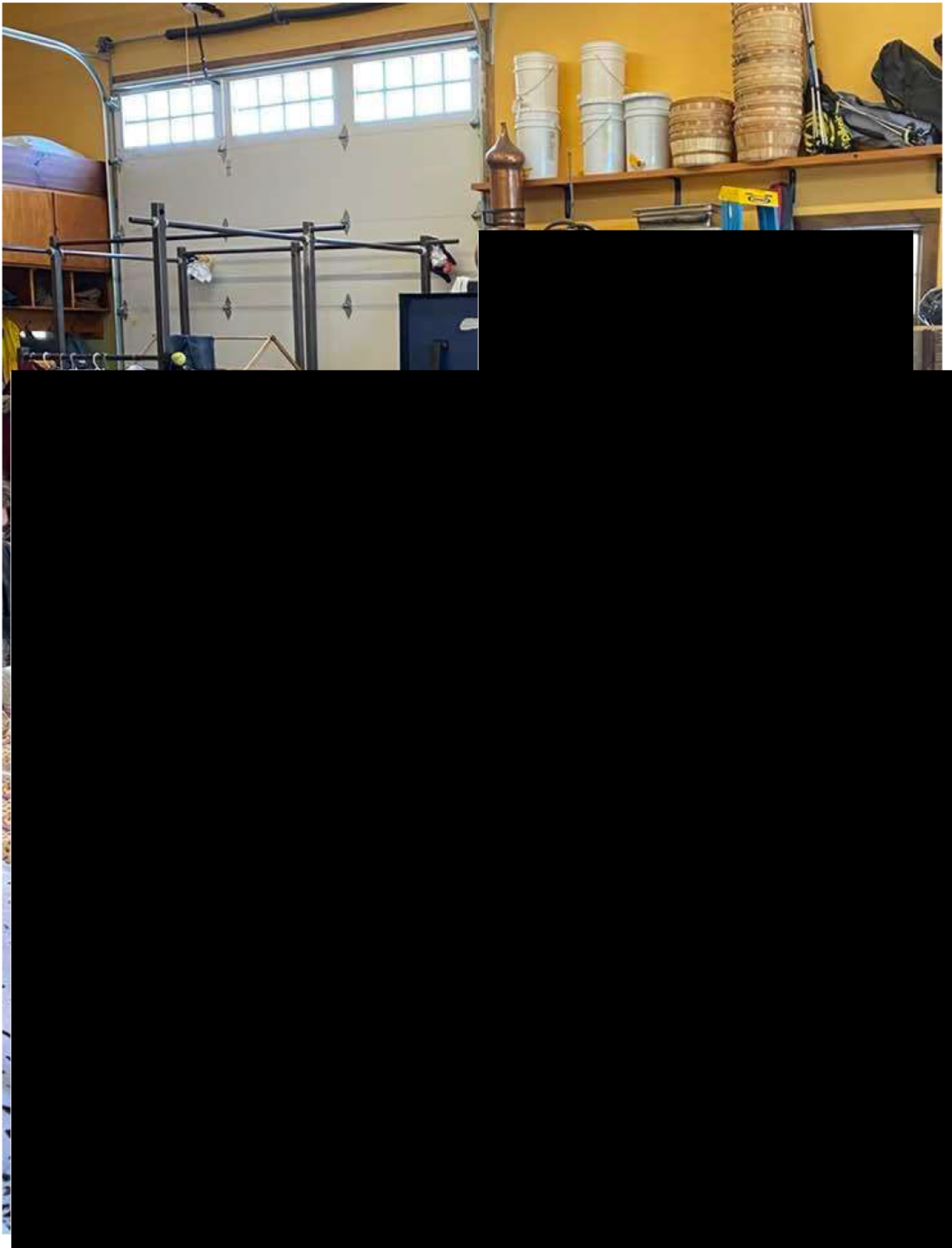
#AIRIDNNY

WHEN: Line-up for parade participants is between 5 – 5:45 PM, and the parade starts promptly at 6 PM.

Christmas Tree Lighting Ceremony will be at City Hall immediately following the parade.

Happy
Holidays!









School Choice is coming to
Cayuga County
Finger Lakes Classical Academy

Presents a
PUBLIC FORUM

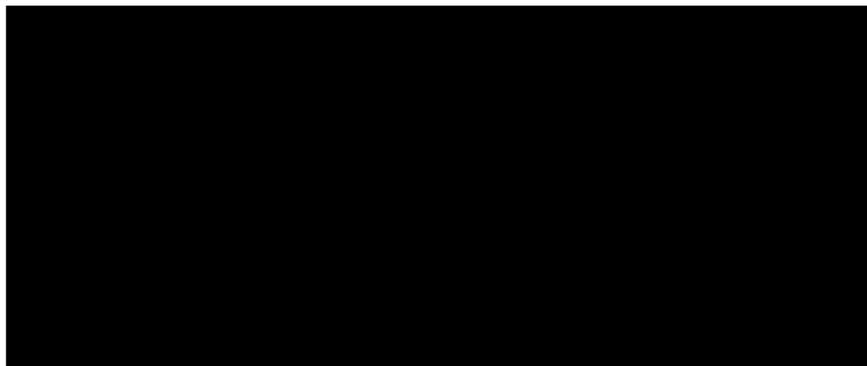
Parents Control their children's education

Non- Political

Please join us to find out how you can help
your children get back to the basics

Children learn

Reading - Writing - Arithmetic



Like us on Facebook: Finger Lakes Classical
Go to our website: Fingerlakeclassicalacademy.com

School Choice is coming to
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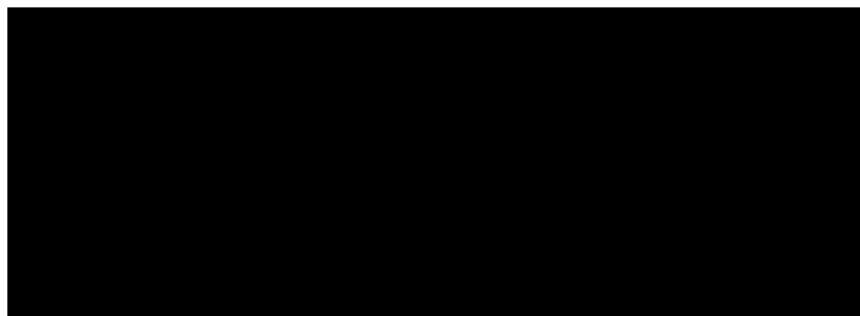
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School Choice is coming to
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Finger Lakes Classical Academy

Presents a
PUBLIC FORUM

Parents Control their children's education

Non- Political

Please join us to find out how you can help
your children get back to the basics

Children learn
Reading - Writing - Arithmetic



6pm - Thursday March 24th

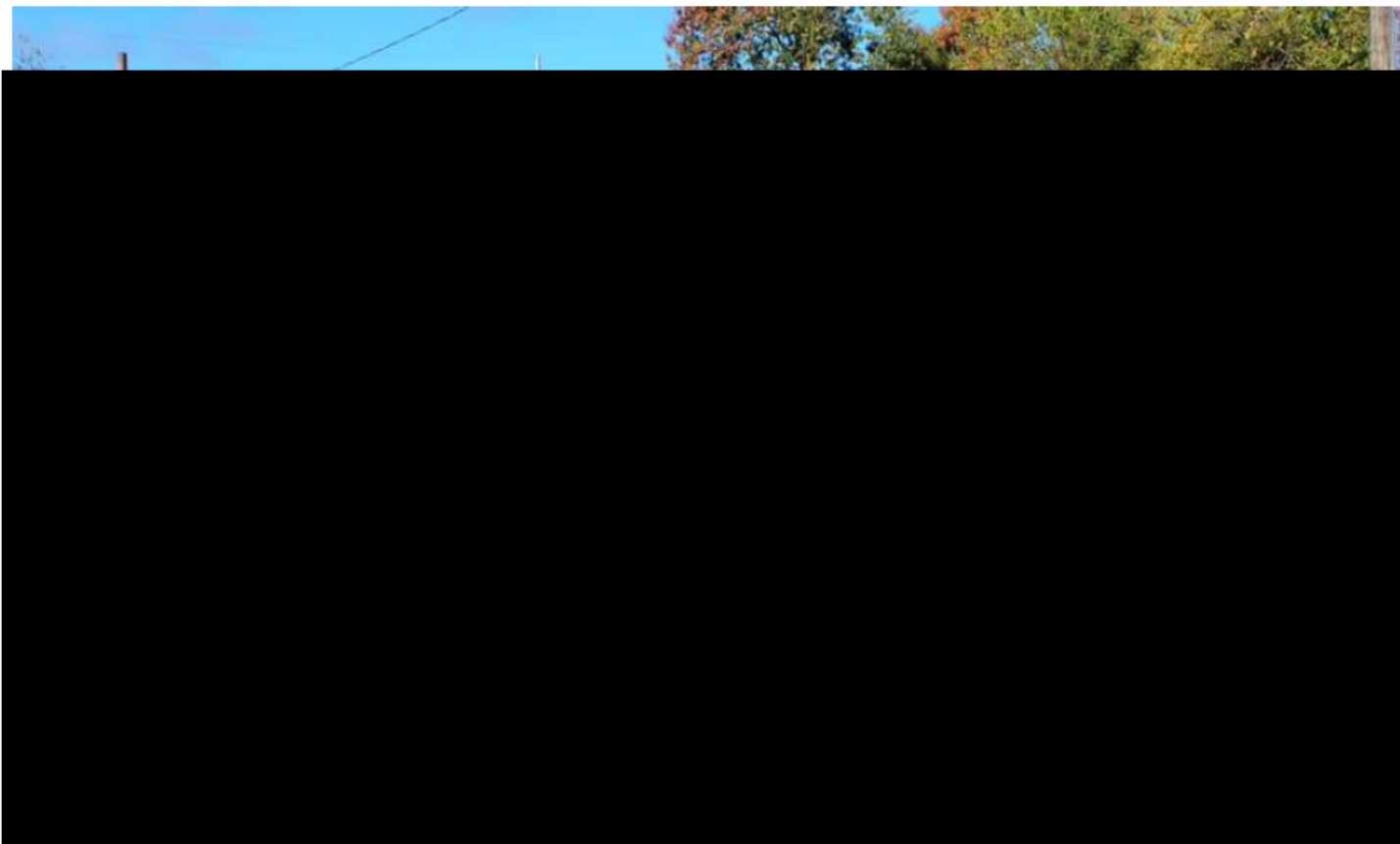
6pm - Wednesday March 30th

6pm - Tuesday May 3rd

6pm - Tuesday May 10th

Like us on Facebook: [Finger Lakes Classical](#)

Go to our website: Fingerlakeclassicalacademy.com



Highly anticipated [REDACTED] garage sale in Auburn returns



A sign advertises the Lake Avenue sale Wednesday along the road.

[REDACTED] is one of the most asked-about events in the Auburn area.

"Is it happening this year?" "Is it still the first Saturday in May?" "Is it still on Lake Avenue?"

The fact the sale [didn't take place](#) last year — due to the COVID-19 pandemic — has led to even more questions about it this year.

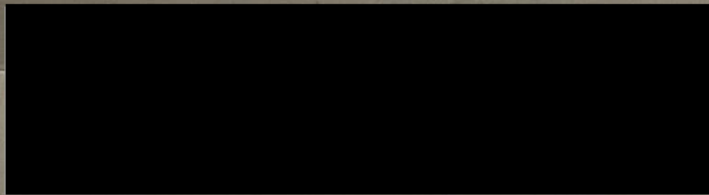
But the sale will indeed take place this weekend, its traditional first Saturday in May. Located along Lake Avenue from the Owasco River bridge to Auburn High School, the 17th annual sale will last from 9 a.m. to 2 p.m. May 1. As any previous shoppers of the sale know, however, both those hours and those directions are elastic, and could extend as much as any homeowner desires.

Cayuga County Annual Republican Picnic

*Come Join us, One and All
For an old fashion picnic
Good Food, Family & Friends*

DATE: July 21, 2022

PLACE: Yawger Brook Campgrounds



COST: \$40 PP, \$70 couples & \$15 for children under 12

Name: _____

Address: _____

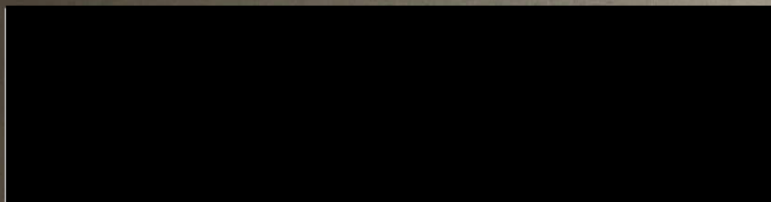
Email: _____ Phone: _____

Guest Name(s): _____

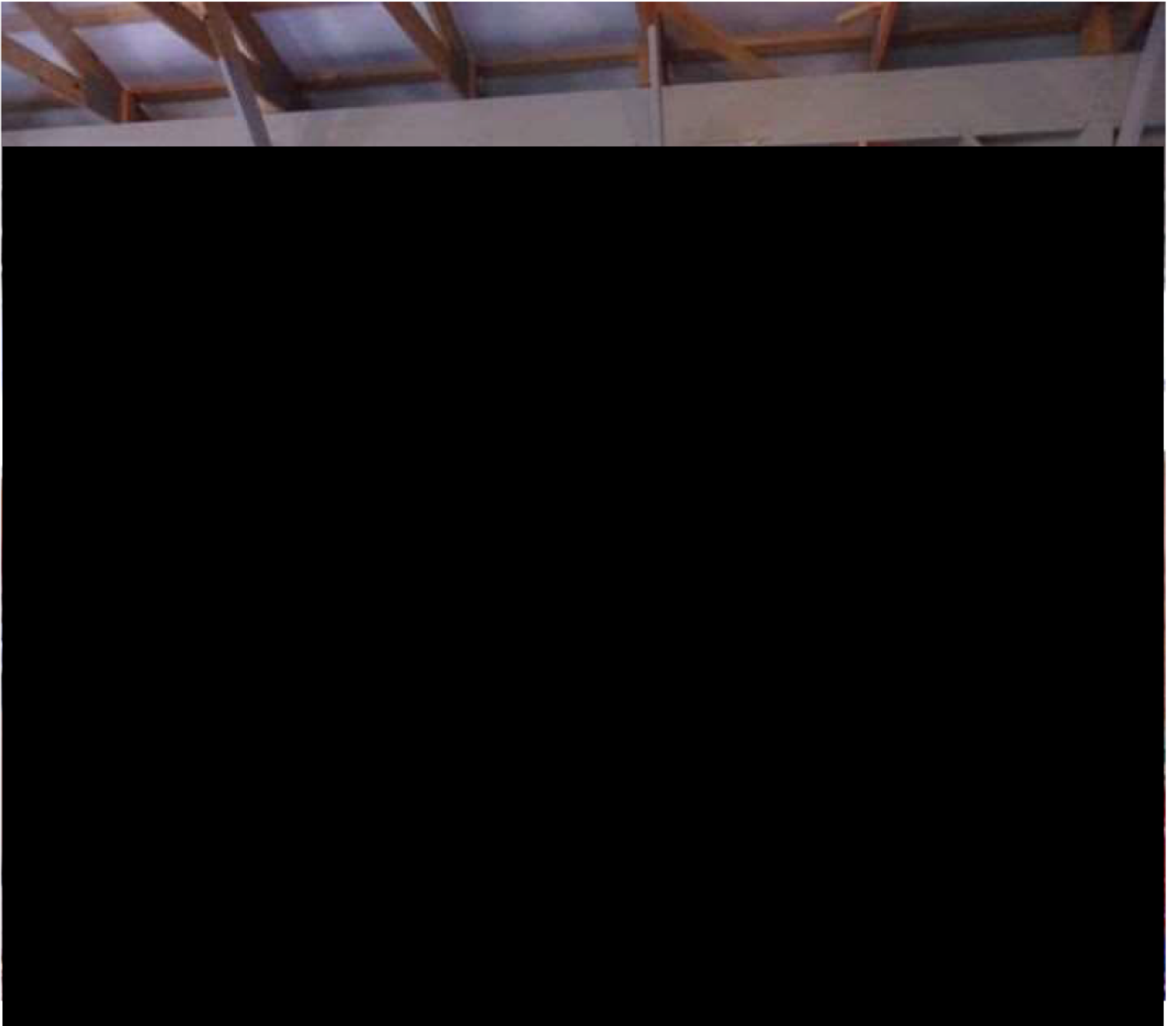
Please circle preferred method of contact for future events: EMAIL TEXT MAIL

Please detach the bottom half of this invitation and send with your check for
\$40 per person, \$70 couples & \$15 for children under 12

Make payable to:



**RSVP WITH REMITTANCE BY JULY 18th TO
DOREEN HENRY 315-253-3585**











Please Join The
CAYUGA COUNTY GOP
For A
MEET & GREET
with

Sunday, September 25th
4:00 PM - 6:00PM



NYS Public Charter Schools: Successful charter practice requires a sound philosophy, clear mission, effective governance, talented leadership and staff, and a sound financial plan.

- NOT-FOR-PROFIT
- TUITION FREE
- No Religious Affiliation
- Adhere to state anti-discrimination regulations, with no eligibility entrance testing, using lottery once at full capacity
- Adhere to state and federal testing and safety regulations
- Accountable to uphold charter requirements in initial approval and concurrent reviews
- Accountable to state for financial soundness through regular audits
- Free to establish own policies and educational curriculum with state approval
- Independent school board
- No new cost to state educational system - money applies to the student, not to a school
- Special education accommodations

CLASSICAL Charter Schools use standards of excellence necessary to uphold correctness, logic, beauty, weightiness, and truth through a solid foundation in: Language and literature, history and government, mathematics and science, music and art, and languages.

- Uses traditional, tried and found true teaching methods (concept understanding, explicit phonics, memorization, recitation, the Socratic method)
- Directs, feeds, and strengthens children's mental capacities using memory, reason, imagination, sense of beauty, and a facility for language
- Forms children in the cultural literacy essential for all citizens of a sound republic
- Encourages coherent and orderly learning, using The Great Books and original sources
- Requires all students to master subject area before moving on
- Encourages a love of language
- Instills self-command & sacrifice, not leaving children to their own mental urges & inclinations
- Emphasizes civics and the value of citizenship for children to understand, serve, and defend America's founding principles

America's greatest education problems:

- Low academic achievement relative to other nations
- Lack of equality of educational opportunity
- Failure to perpetuate a strong sense of loyalty to the national community and its civic institutions

America's solution:

- A content-rich core curriculum in the early grades

American students are graduating high school ignorant of the most elementary facts and information normally taken for granted in the United States. Sadly, too many young adults are entering colleges in need of remedial math and English. The teacher led and content centered Core Knowledge method is designed to promote equity in education by building a base of knowledge for all students in the early years of school. E.D. Hirsch Jr. believes that learning builds on learning. The chief factor in the comprehension of language is relevant knowledge about the topic at hand. In language use, there is always a great deal that is left unsaid and must be inferred. This means that communication depends on both sides, writer and reader, sharing a great deal of unspoken knowledge, knowledge NOT being adequately taught in our schools. Specific subject-matter knowledge over a broad range of domains is the key to language comprehension, and as a result, to a broad ability to learn new things. It is the cornerstone of competence and adaptability in the modern world; to be able to vote responsibly, to comprehend a newspaper, to serve on a jury. Access to this knowledge provides a sense of belonging to a wider community and a feeling of solidarity with other civic-minded American citizens. The more a person knows, the more a person can learn.

Example Elementary Curriculum Map (Atlanta Classical Academy Charter School)

Subject	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth
Language Arts: Literature	Nursery rhymes, Aesop's Fables, Ugly Duckling, The Velveteen Rabbit & other classic tales, fairy tales and tall tales	Cinderella, Hansel & Gretel, Aesop's Fables, Pinocchio, Thumbelina, Brer Rabbit, and other classic tales	Greek Mythology, Beauty & the Beast, Emperor's New Clothes, A Christmas Carol, Little House in the Big Woods, Charlotte's Web, Peter Pan	Greek & Roman mythology, Norse mythology, The Little Match Girl, The Arabian Nights, Alice in Wonderland, Wind and the Willows	Pollyanna, King Arthur, Robin Hood, Robinson Crusoe, Treasure Island, Gulliver's Travels	Don Quixote, A Midsummer Night's Dream, The Secret Garden, The Adventures of Tom Sawyer, Tales of Sherlock Holmes, Little Women, Gettysburg Address	Don Quixote, A Midsummer Night's Dream, The Secret Garden, The Adventures of Tom Sawyer, Tales of Sherlock Holmes, Little Women, Gettysburg Address
Language Arts: Phonics & Grammar RIGGS Phonogram & Spelling	Phonogram awareness, writing uppercase and lowercase letters, syllables, and introduction to reading	Handwriting, capitalization, punctuation, parts of speech and sentence structure	Parts of speech, capitalization, noun-pronoun agreement, tenses, punctuation, simple and compound sentences	Eight parts of speech, sentence types, subject verb agreement, prepositional phrases, compound subjects, verbs, punctuation	Eight parts of speech, Diagramming sentences Composition: thesis statement, writing paragraphs and stories	Diagramming sentences Composition: thesis statement, writing paragraphs and writing a coherent essay	Diagramming clauses, participles, gerunds Infinitives, modifiers, reflexive and intensive pronouns, complex sentences
History and Geography	American History Continents, globe, important landmarks	Ancient History: Mesopotamia, Egypt, Maya, Inca, Aztec Geography of Africa and Middle East American Revolution	Ancient Greece, India, China, Modern Japan Major oceans and geography of Asia American: Civil War, Immigration & Civil Rights	Roman Empire, Vikings Rivers of the world and Mediterranean geography American: Discovery & exploration, 13 colonies	Roman Empire, Middle Ages, Ancient & Medieval Africa American: Revolution & Constitution	Renaissance, Reformation England Golden Age to Glorious Revolution American: westward expansion and the Civil War	Ancient Greece, Rome The Enlightenment French Revolution American: Industrialism, Capitalism, Urbanization
Visual Arts	Van Gogh, Matisse, Georgia O'Keefe Colors & cutting, types of lines	Van Gogh, Picasso, Matisse. Ancient Egyptian & Aztec art. Colors, shapes, patterns, symmetry	Van Gogh, Picasso, Matisse Ancient Greek art Primary colors, lines, shapes, positive & negative space, landscapes	Van Gogh, Picasso, Matisse Ancient Roman art Lines, positive & negative space, landscapes, portraits, radial symmetry	Art from Middle Ages: Gothic Architecture. Art from early U.S. Line, shape, form, space, texture, color, symmetry	Art of the Renaissance: paintings, sculpture & architecture 19th Century U.S. art Linear perspective	Periods of Art: Classical, Gothic, Renaissance, Baroque, Rococo, Neoclassical, Romantic, Realism
Music	Steady beats using voice, instruments & movement Solfège: "sol, mi, la"; Pitch, dynamics, tempo	Steady beats vs. rhythm: voice, instruments & movement. Solfège: "sol, mi, la, do, re". Whole, half, quarter notes & rests	Elements of music: beats, melodies, reading & writing notes. Components of the orchestra	Elements of music: beats, melodies, reading & writing notes. Components of the orchestra, playing the recorder	Elements of music: melodies, reading & writing notes, vocal ranges. Components of the orchestra	Elements of music: melodies, reading & writing notes. The Renaissance, a Midsummer Night's Dream	Elements of music: Italian terms, melody and harmony, notation. Baroque Period, Classical Period, Romantic Period
Science	Plants, animals, human body, our earth	Habitats, food chains, oceans, animal classification, human body, astronomy, electricity	Seasons, life cycles, insects, magnetism, cells, digestive system	Classification of animals, human body: digestive, muscular, skeletal & nervous system. Light and sound	Circulatory and respiratory systems, geology, electricity, chemistry, meteorology	Plant structures, classifying living things, cells. Human body: endocrine and reproductive systems, Chemistry	Plate tectonics, oceans. Human body: circulatory, lymphatic systems, & immune system. Astronomy, energy, heat transfer
Spanish	Greetings, Productive Language Shapes, colors, body parts, animals, places, transportation, counting to 10	Greetings, Productive Language Colors, alphabet, days of week, school, clothing, family, places, numbers to 20	Productive Language Calendar, classroom items, animals, emotions, family, weather clothing, numbers to 50	Productive Language Rooms in the house, objects in the room, chores, toys, leisure activities, numbers to 70	Productive Language Eating, school, musical instruments, objects in a home, clothing, numbers to 80	Productive Language The classroom, animals, calendars, schedules, weather and seasons, hobbies, family, numbers to 100	Latin: grammar, vocabulary & sentence translation

The Mathematics curriculum uses Singapore Math, and students in grades 1st -6th are grouped by proficiency.



Coming Soon...
Tuition-free,
Public Charter School

"I cannot
remember the
books I've
read any more
than the meals
I've eaten;
even so, they
have made
me."



~Ralph Waldo
Emerson

Complete an "Expression of
Interest" Form at:
fingerlakesclassicalacademy.com

www.facebook.com/Finger-Lakes-Classical



Classical education

- A content-rich core knowledge curriculum integrating literature, history, math, science, music, and the arts.
- Explicit phonics and latin to give your child a solid foundation in literacy.
- Ability-grouped Singapore math curriculum.
- Highly engaging, direct, teacher-led instruction.
- Cultivating independent and critical thought through methods such as Socratic seminar.
- A classical, liberal arts education that will help your child flourish and live a good and meaningful life.

SEEK the TRUTH
DO the GOOD
LOVE the
BEAUTIFUL



















R-04e Evidence of Support

Submit documents that provide evidence of community support (e.g., letters of support from community stakeholders, emails with evidence of support, petitions, online survey results, etc.). Evidence of support should be concrete and specific to the proposed school. Generic support for charter schools or educational choice and innovation in general is not sufficient.

Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

The desire for school choice options has been expressed in the community for a long time. Our community has a hole where private school options are present only for those who can afford them. Yet, the enrollment, despite the socio-economic state of the area, shows the desire for parents to educate outside of the typical public-school model. Families are struggling to choose between their child's education and the financial stability of their homes. We have spoken with many families who have chosen the homeschooling option post-pandemic but would much prefer a classical charter. Where there were once thriving parochial schools, there are no longer any directly financially supported by the Rochester Diocese. We are missing a free option for economically disadvantaged members of the community as well as the middle class. The cumulative need for an alternative public-school option became clearer at a community gathering in February 2018 and has been significantly highlighted since the pandemic.

When it became apparent through much emotional and vocal expression change was needed, community members met at a regular social event. Community members discussed the lack of strong foundational basics in reading, writing, and math, and the void of science and history. The three primary concerns repeated by our community have been the insufficient reading/writing programs, pushing children to the next grade regardless of their progress, and the many struggles in common core math with parents unable to help.

We began public outreach in 2018 and have continued to do so. This has all been documented in Request - 04d "Evidence of Outreach." We also met individually with several community stakeholders. The table below lists those meetings.

Below is a table of contents of the various Letters of Support we received, emails we received, and petition signatures we collected (337 signatures – in 2022 we started focusing on signatures vs letters):

<u>Documents</u>	<u>Page #</u>
Elected Official Letters of Support	7-8
General Letters of Support	9-53
Email Inquiries	54-59
Petition Signatures	60-81



February 9, 2021

To The State University of New York Charter School Authorizer:

Dear Madame/Sir:

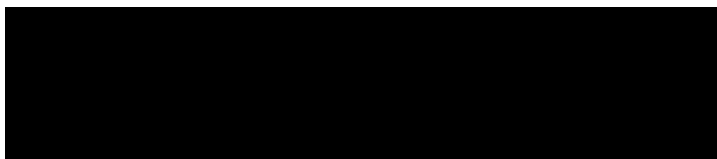
As a lifelong resident of Auburn, and a very active and involved person in my community, and as serving in the elected position of Cayuga County Clerk for the past 17 years, I am writing in support for the approved opening of Finger lakes Classical Academy. The education of our children is of prime importance to me and my family. It is imperative that our youth are raised and educated in a manner that will empower and instill in them the significance of their role in society. With everything changing so quickly in our country, I believe one of the most important issues is that parents will be afforded choices in the way they raise their children. At the top of my list would be choices of how their children are educated.

The proposal for the Finger Lakes Academy has been carefully and thoughtfully explored and presented. I support the Board Members' intentions and their idea that a classical education promotes and reinforces the seeking of truth, goodness, beauty with the study of the liberal arts and the great books.

This option for personal exploration is precious and immeasurable in its worth. The opportunity is open to all. It will promote individual attention to each student's needs, and it will provide a strong foundation for the continuance of applied learning skills, no matter what life may hold in store.

I strongly support that the Finger Lakes Academy be offered as an excellent choice of education to the families in our community.

Sincerely,





NEW YORK STATE LEGISLATURE

February 16, 2021

Finger Lakes Classical Academy Charter School Board of Trustees
Auburn, N.Y. 13021

Dear Board Members:

Upon our review of information regarding your plans, we are impressed by your outreach efforts and resulting community support for establishing *the Finger Lakes Classical Academy Charter School (FLCACS)*.

This is no small undertaking in this day and age in the midst of the COVID- 19 pandemic – to rally community support and develop a path toward an alternative classical education format that has excited area residents. It is clear that the mission of the academy is to provide an innovative educational option to prepare our young people for a productive future.

We are sure that the trustees' application will receive careful review by the state, and the effort that has been poured into the application will secure the necessary approvals.

Continued community support for the establishment of the *Finger Lakes Classical Academy Charter School* is clear, and we extend our applause to those in the community who have labored toward this very end.

February 11, 2021

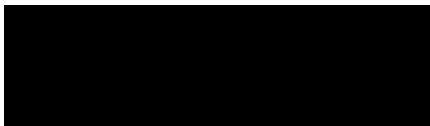
To The State University of New York Charter School Authorizer:

As a parent, I am thrilled with the possibilities that a public charter school would bring to our community. As a leader in my community, a parent, and an active member of the Parent Teacher Organization within my child's school, I am wholeheartedly in favor of parents being in charge of how their children are educated. School choice is important for children, parents, and the entire community. Finger Lakes Classical Academy would provide an option our area is now lacking, a choice outside of the typical public school that is not limited by district lines and is not a financial burden to families. It is truly available to all. Our community deserves a choice in our children's education, an opportunity to provide them with a different education.

Also, the classical education approach teaches students to think and reason for themselves. I believe that has been lost in the current public school environment. A tuition-free public charter school option adds choice for parents to decide the best educational path for their own children. An education that is not dictated by the state, one that can provide different ways to learn.

I fully support Finger Lakes Classical Academy.

Thank you,



Title: Parent & Owasco Parent Teacher Organization President

January 2, 2021

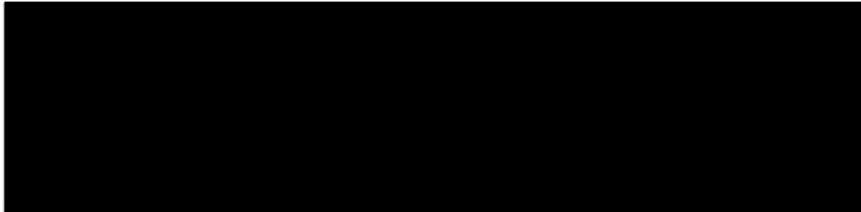
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I am writing in support for the approved opening of Finger lakes Classical Academy. The education of our children is of prime importance. It is imperative that our youth are raised and educated in a manner that will empower and instill in them the significance of their role in society.

The proposal for the Finger Lakes Academy has been carefully and thoughtfully explored and presented. I wholeheartedly agree with the Board Members' intentions that a classical education promotes and reinforces the seeking of truth, goodness, beauty with the study of the liberal arts and the great books.

This option for personal exploration is precious and immeasurable in its worth. The opportunity is open to all. It will promote individual attention to each student's needs, and it will provide a strong foundation for the continuance of applied learning skills, no matter what life may hold in store.

Thank you,



ABCD Lead Teacher
Seneca Falls Head Start

January 15, 2021

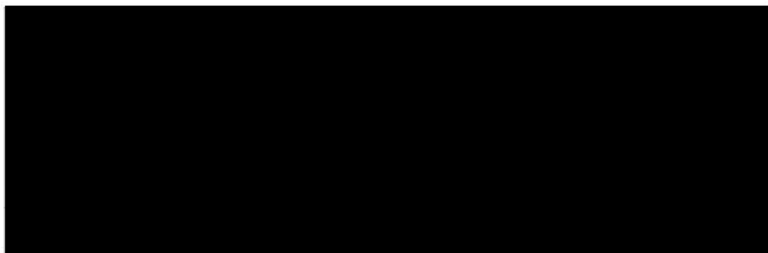
To The State University of New York Charter School Authorizer:

I am wholeheartedly in favor of school choice options for parents, specifically a Public Charter School, being established in, or in the immediate vicinity of, Auburn, New York. Finger Lakes Classical Academy would focus on providing students with a classical education. This includes not just classical works of literature, but also the rest of the humanities, as well as a true emphasis on American history. It will use the world top rated Singapore Math program.

I believe this is sorely needed in our country in general and in particular in this area of central New York. More and more students have dreadfully poor language and math skills, and only a glancing acquaintance with the history of our country and our civilization. This is not only detrimental to the individual students, but to our Republic as well. No country can survive with a semi-literate citizenry who has no understanding of the country's founding principles (and our country stands out among the nations of the world in actually having founding principles!), and even less regard for them. This is a dismal tide that is washing over school after school, child after child in our land.

So, while this floodtide cannot be turned back immediately, the establishment of a Public Charter option with a Classical Education curriculum in Auburn, is one thing we can do to begin to repair the damage ill-conceived education policies have had on our society over the last few decades. Thank you for your time.

Yours truly,

A large black rectangular redaction box covering the signature area.

CEO

A black rectangular redaction box covering the name of the CEO.

January 27, 2021

To The State University of New York Charter School Authorizer:

I am wholeheartedly in favor of school choice options for parents, specifically a Public Charter School, being established in, or in the immediate vicinity of, Auburn, New York. Finger Lakes Classical Academy would focus on providing students with a classical education. This includes not just classical works of literature, but also the rest of the humanities, as well as a true emphasis on American history. It will use the world top rated Singapore Math program.

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Very truly,


Date: 01/29/21

To The State University of New York Charter School Authorizer:

I am writing in support for the approved opening of Finger lakes Classical Academy. The education of our children is of prime importance. It is imperative that our youth are raised and educated in a manner that will empower and instill in them the significance of their role in society.

The proposal for the Finger Lakes Academy has been carefully and thoughtfully explored and presented. I have no questions as to the value of the Board Members' intentions nor their idea that a classical education promotes and reinforces the seeking of truth, goodness, beauty with the study of the liberal arts and the great books.

This option for personal exploration is precious and immeasurable in its worth. The opportunity is open to all. It will promote individual attention to each student's needs, and it will provide a strong foundation for the continuance of applied learning skills, no matter what life may hold in store.

Thank you,

Date: 01/31/2021

To The State University of New York Charter School Authorizer:

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Yours truly,

February 9, 2021

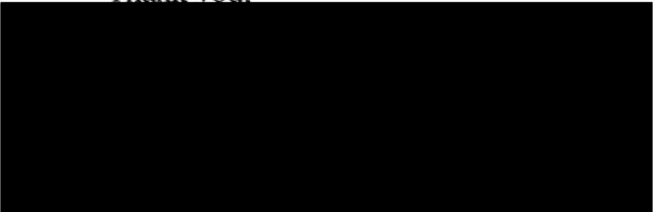
To The State University of New York Charter School Authorizer:

As a parent, I am thrilled with the possibilities that a public charter school would bring to our community. School choice is important for children, parents, and the community as a whole. Finger Lakes Classical Academy would provide an option our area is now lacking, a choice outside of the typical public school that is not limited by district lines and is not a financial burden to families. It is truly available to all.

Also, the classical education approach teaches students to think and reason for themselves. I believe that has been lost in the current public school environment. A tuition-free public charter school option adds choice for parents to decide the best educational path for their own children.

I fully support Finger Lakes Classical Academy.

Thank you.

A large black rectangular redaction box covers the signature area.

Title: Parent of 3 children

Date: 2-16-21

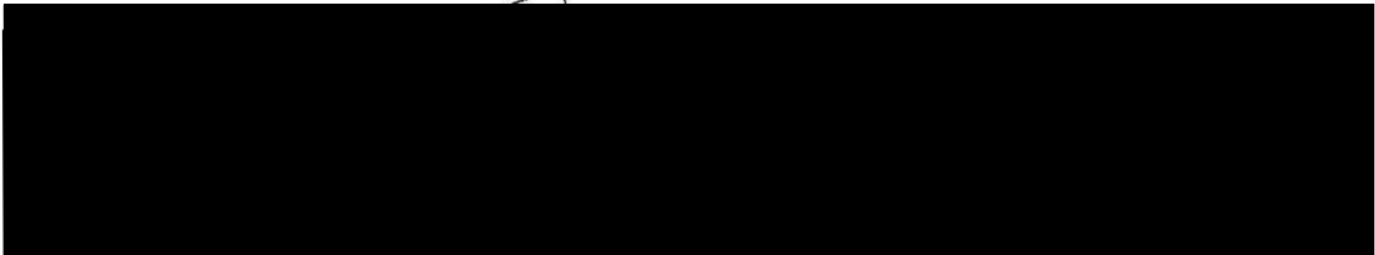
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Yours truly,



Date: 2/11/21

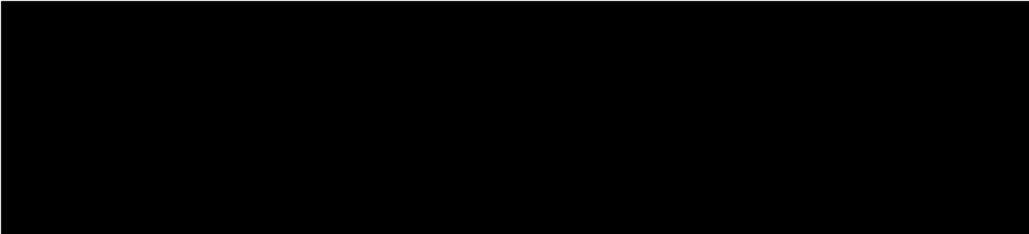
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The proposal for the Finger Lakes Academy has been carefully and thoughtfully explored and presented. I support the Board Members' intentions and their idea that a classical education promotes and reinforces the seeking of truth, goodness, beauty with the study of the liberal arts and the great books.

This option for personal exploration is precious and immeasurable in its worth. The opportunity is open to all. It will promote individual attention to each student's needs, and it will provide a strong foundation for the continuance of applied learning skills, no matter what life may hold in store.

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Date: 2/4/21


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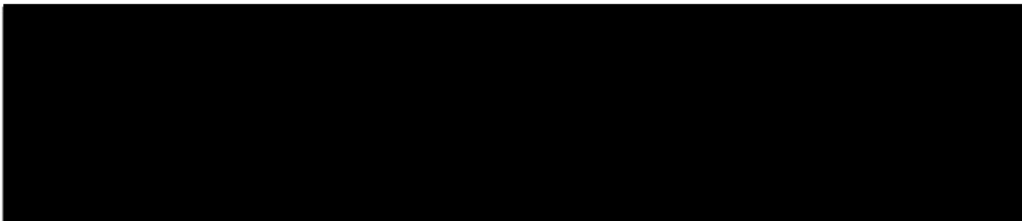
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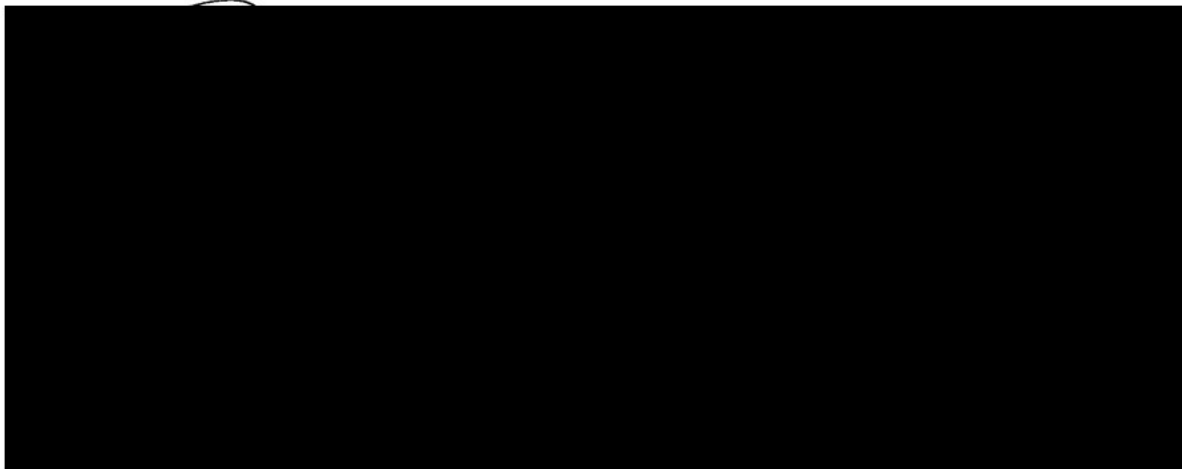
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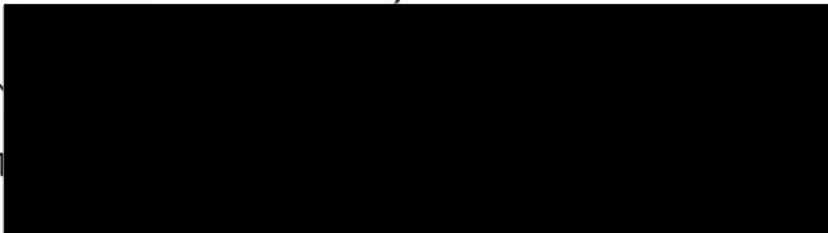
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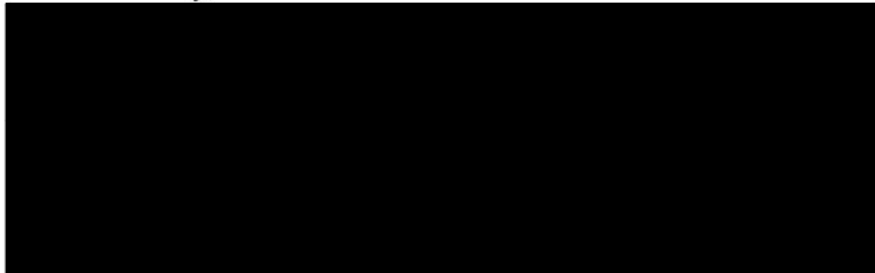
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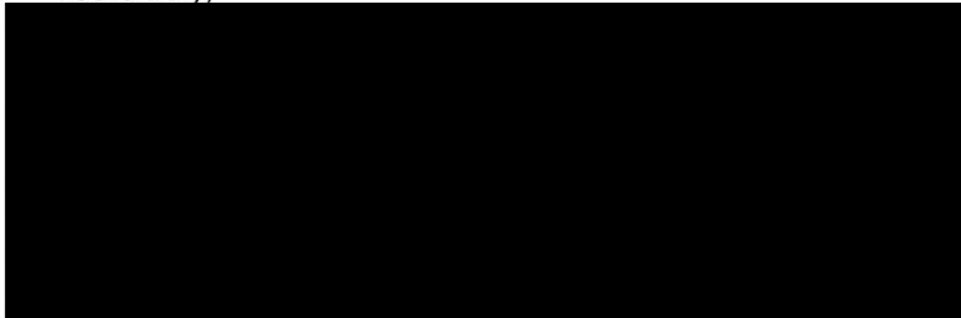
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Date: _____

5/7/21

To The State University of New York Charter School Authorizer:

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Also, the classical education approach teaches students to think and reason for themselves. I believe that has been lost in the current public school environment. A tuition-free public charter school option adds choice for parents to decide the best educational path for their own children.

I fully support Finger Lakes Classical Academy.

Thank you.



Date: May 21, 2021

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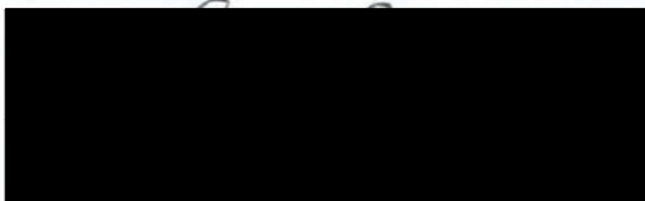
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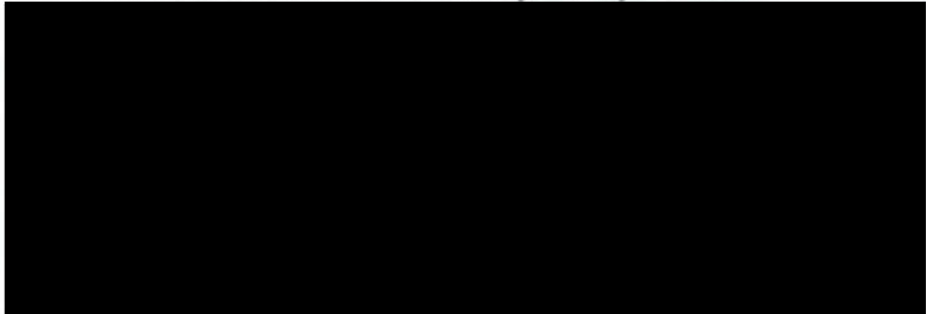
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Date:

6/29/21

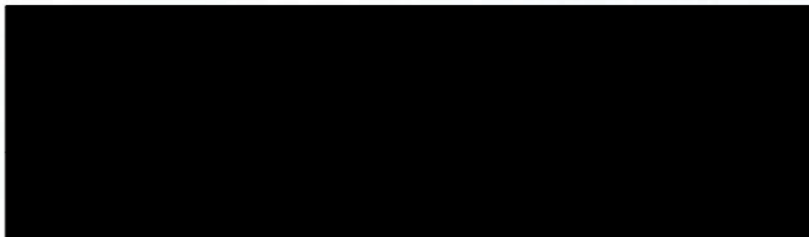
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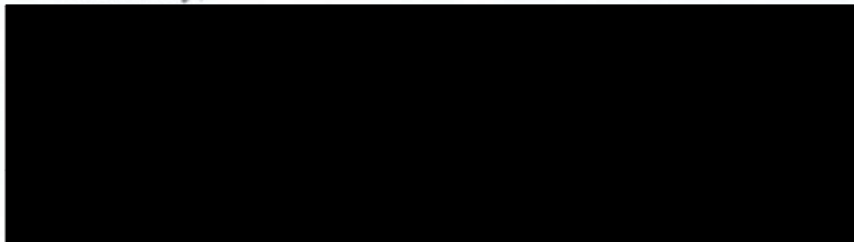
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Date: 6/24/21

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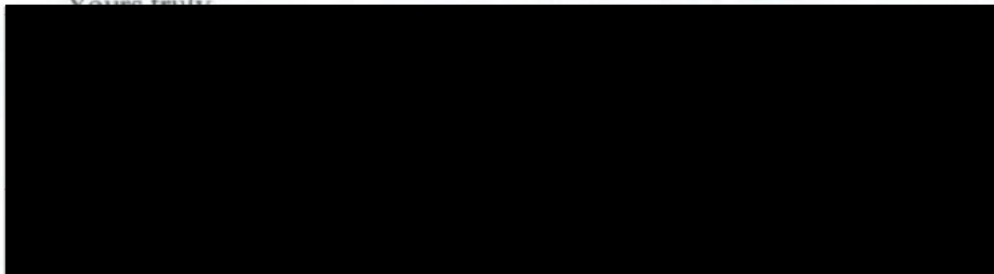
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Date: 7/3/21

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Yours truly,



Date:

7-7-21

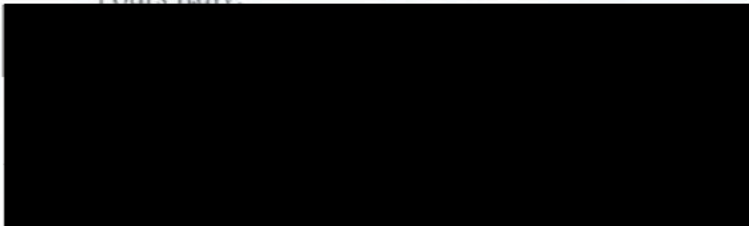
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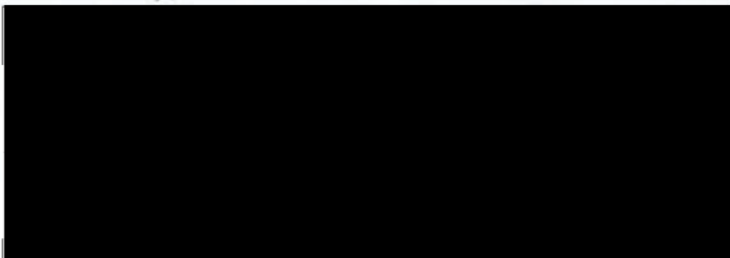
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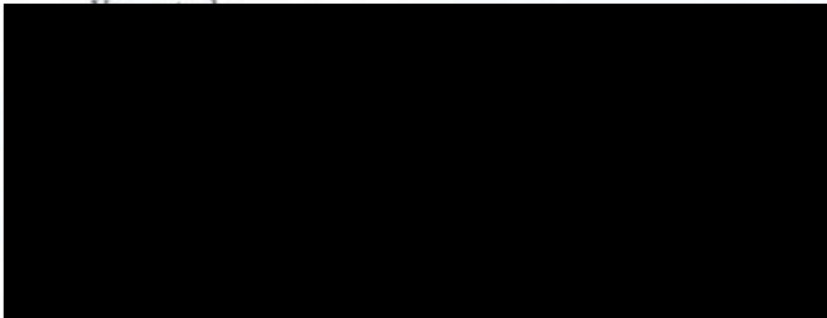
Date: 7/8/21

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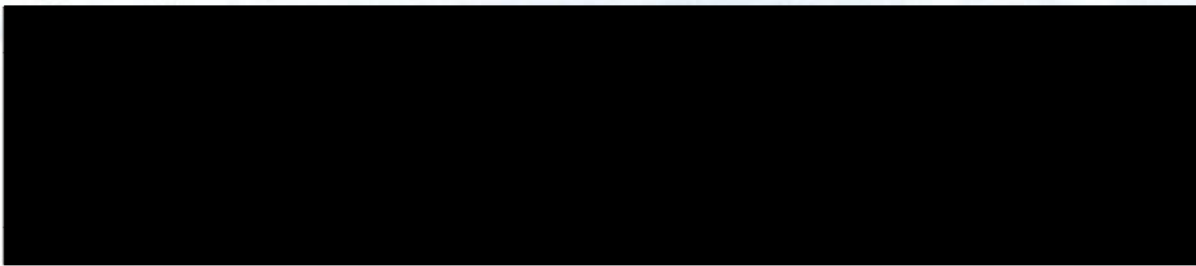
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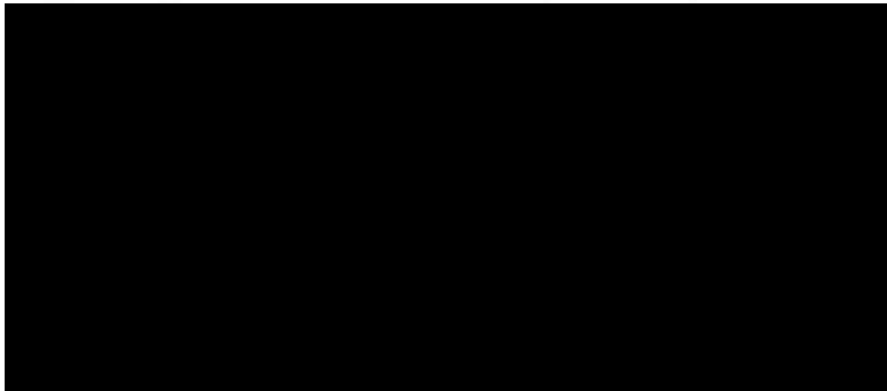
Date: 2/2/2023

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Below are some of the email interests we have received:

=====

February 8, 2024

Name: [REDACTED]
Subject: I have a prespective student
Message: Is the opening for the school still planned for 2025? I would be interested in helping in some way.

===== :

May 26, 2023

For those of you at last night's meeting and who heard Maureen Angotti speak on the Finger Lakes Classical Academy and charter schools in CNY and want more information about educational choice for Cayuga County, I am including some contact information.

For those of you who were unable to attend our meeting last night, you may well find this information to be of interest, especially if you are the parents or grandparents of young children.

Finger Lakes Classical Academy is working to establish a charter school in Cayuga County based on a classical curriculum. Finger Lakes Classical Academy would provide an alternative to public and private schools and be affordable for middle class residents.

For more information on this initiative please visit:

<https://www.fingerlakesclassicalacademy.com>

or email

[REDACTED]

[REDACTED]

=====

January 25, 2023

Hello,
I've been in contact with you before and was wondering if there was any update.

I was wondering if your board has considered a different location for this proposed charter school?
What about CanandaiguaNictor?

I know those are rated better schools however there is a bigger population/pool of potential students and homeschooling is growing greatly in these areas.

I know many want and wish to homeschool using the CC platform (that's growing massively in these locations) because they want a better education and one free of the sexual/political agendas now being pushed in public education. Yet that is not an option for them because of the financial and time constraints so a classical education charter school would fit perfectly.

Just had this thought to share.
Thanks to all of you for your efforts in this.

Sincerely a concerned parent

[REDACTED]

=====

September 16, 2022

Hello,

I am interested in the Fingerlakes Classical Education Academy. Please contact me with any information you may have this point. Thank you.

Regards,

[REDACTED]

=====

May 22, 2022

Hello,

I have filled out the forms and we are very interested, in fact hoping and praying this school opens for daughter when she's starts kindergarten Fall 2023.

Do you have any idea of a potential location?
Seneca Falls? Auburn?

We are in Geneva but look to move east due to my husband's job.

Thank you

[REDACTED]

=====
April 20, 2022

Hello! Congratulations on the exciting progress you are making on starting a new charter school. Auburn is a great location for an academically rigorous charter school.

I am a huge fan of the classical philosophy of education and have tried to incorporate as much as I can as a language arts and history teacher at a small private school near Ithaca. But the drive is really long. I'd love to pursue a similar teaching opportunity closer to home.

Would it be possible to chat with someone about future opportunities? Or perhaps I could attend the next board meeting to get a sense of what you're working on?

Thanks so much!

[REDACTED]

=====
December 2, 2021

Hello, I really want to put my daughter in a classical education charter school. She would be entering kindergarten in 2023.

If the schools does indeed open in 2023 is it correct you would only be offering K4 at that time?

If you added a grade each year after that my daughter would then always be a year ahead correct and then unable to attend?

I appreciate the information. My husband and I have a lot to consider for her education and would really like her to attend this school.

June 30, 2021

Hi, Is this school for elementary children only? What's the highest level of education that you offer?

June 30, 2021

"I recently saw that this school was hoping to open soon and I am extremely interested in helping/being a part of it!"

"I am excited and eager to be a part of this school in any way I can! Looking forward to hearing from you! :)"

March 30, 2021

"I completed a form of interest for my three children a while back ([REDACTED] [REDACTED] and just noticed that you have information sessions that people can attend. I was wondering when you are planning to have the school open, and if so, if a location has been determined?"

Thanks!

February 11, 2021

Fantastic! Would like to learn more.

January 27, 2021

Please email me information about the school when you have time.

January 14, 2021

Hi. I am interested in more information and considering applying my son for Kindergarten. My number is [REDACTED] I look forward to hearing from you!

[REDACTED]

March 9, 2020

Hello,
Where will your school in the Finger Lakes be located?

[REDACTED]

August 19, 2019

Hello! I have already filled out an interest form for my children, but I have a few more questions! Where will the academy be located? Also, will only certain children in certain school districts be eligible to apply? We are in Bloomfield school district, for example, and I didn't know if that mattered? We also love Hillsdale College and are so, so thrilled at the idea of a charter school in the Finger Lakes, as are many of our friends! Thank you so much.

[REDACTED]

August 8, 2019

Hi,
My family recently moved into the Finger Lakes area, and I'd love to meet and speak with someone about the work you all are doing. My children have been attending a Classical Christian school in the Atlanta area for years and we'd hoped to find something comparable here.
I'm currently working in the Rad Locals co-working space in Auburn and would be happy to meet most any day for coffee or lunch to learn more.
Feel free to call or email.
Thanks,

[REDACTED]

July 23, 2019

Please send info on new schooling options in education.

[REDACTED]

=====

July 23, 2019

Hello! We live in East Bloomfield. Are we eligible to attend Finger Lakes Classical Academy?

Thank you!

[REDACTED]

=====

May 28, 2019

When is your projected opening date? etc.

Message: I saw your organization in the 2019 Auburn Memorial Day Parade. My children attended charter schools in Utah, so I was thrilled to see that we may soon have this option. I look forward to hearing from you!

[REDACTED]

=====

January 14, 2019

We would love some more information about the upcoming school year. Could

someone please contact us directly?

Thanks so much!

[REDACTED]

=====

December 5, 2018

Are you operational or still in the planning stages?

[REDACTED]

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SCHOOL DISTRICT	
	Auburn
	AUBURN
	Auburn
	Maravia
	Auburn
	Port Byron
	Auburn
	Weedport

[illegible]

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SCHOOL DISTRICT

Fleming

Fleming

Union Springs

Auburn

Auburn

Auburn

Wells

Camillus

Fairmount

Auburn

Auburn

Butte

Wellsport

Camillus

Camillus

Auburn

Auburn

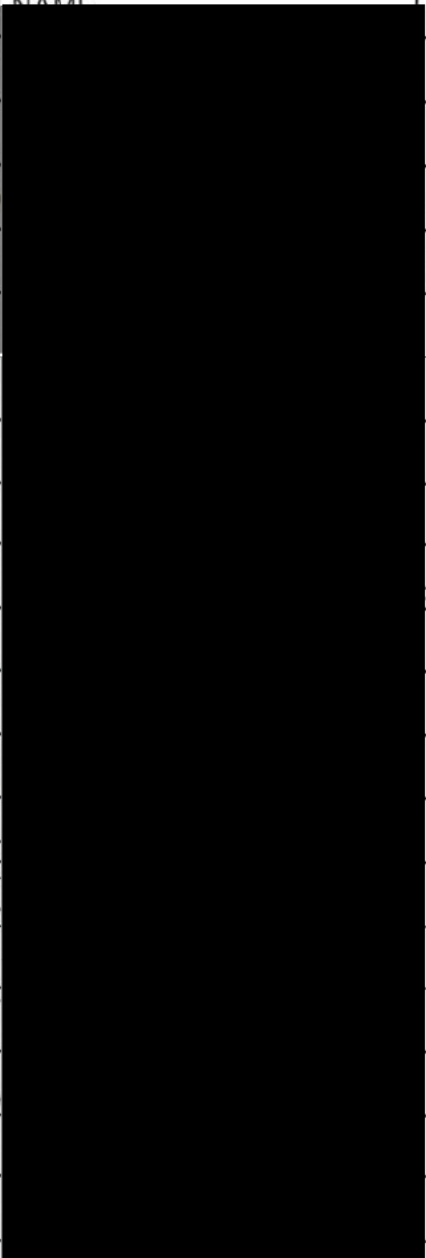
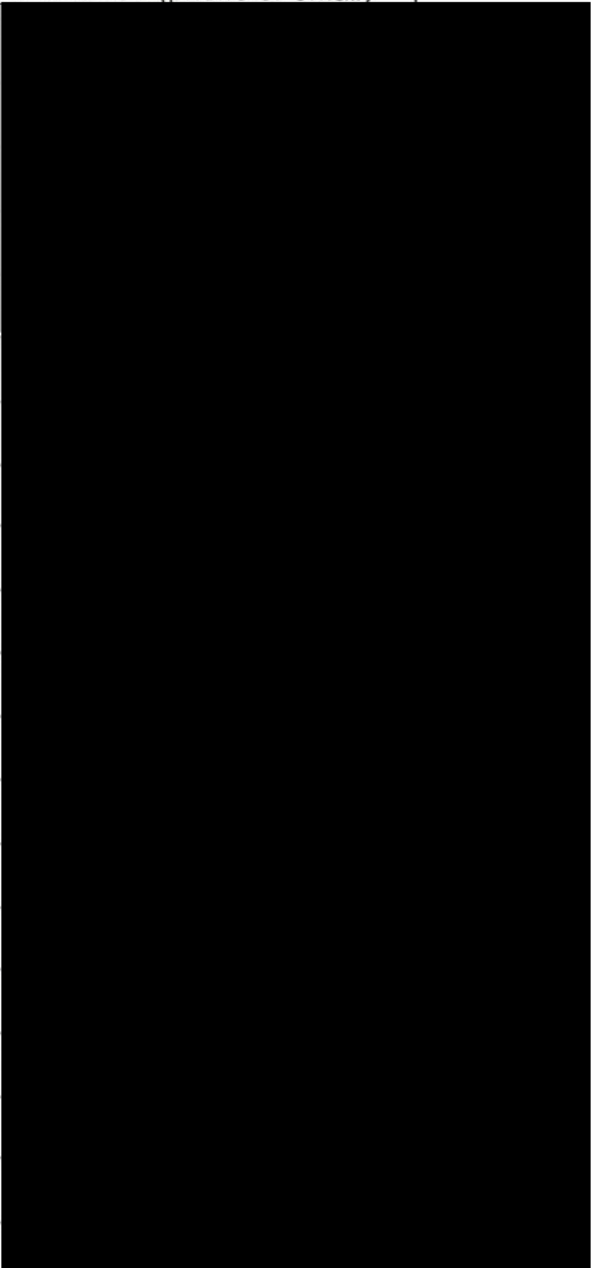
Auburn

Auburn

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SCHOOL DISTRICT	CONTACT (phone or email)
Union Springs	
Union Springs	
Union Springs	
Union Springs	
Union Springs	
Union Springs	
Clyde Board	
Weedsport	
Macy's	
Auburn	
Auburn	
Auburn	
Auburn	
Auburn	
Weedsport	
Auburn	
Auburn	
Auburn	
Auburn	
Auburn	

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	Union Springs	
	" "	
	Union Springs	
	Union Springs	
	Auburn	
	A V/1 p n, Jt, /	
	U/3?1-<ILN	
	Union Springs	
	Long Grove	
	Moravia	
	Oswego	
	Auburn	
	AUBURN	
	Auburn	
	Auburn	
	Auburn	
	SKCN	
	Baldwinsville	
	Auburn	

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NAME	CONTACT (phone or email)
[REDACTED]	[REDACTED]
Auburn	[REDACTED]
Auburn	[REDACTED]
Auburn	[REDACTED]
Port Byron	[REDACTED]
Maravia	[REDACTED]
Auburn	[REDACTED]
Auburn	[REDACTED]
Auburn	[REDACTED]
Marcellus	[REDACTED]
AUBURN	[REDACTED]
Port Byron	[REDACTED]
Port Byron	[REDACTED]
Outsco	[REDACTED]
Auburn Port Byron	[REDACTED]
Port Byron	[REDACTED]
Port Byron	[REDACTED]
Auburn	[REDACTED]
MARCELLUS	[REDACTED]

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	SCHOOL DISTRICT	
	Auburn	
	Auburn	
	Weedsport	
	Auburn	
	Auburn	

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NAME	SCHOOL DISTRICT	CONTACT (phone or email)
	Weedsport	
	Weedsport	
	Auburn	
	Star Key	
	Skaneateles	
	Auburn	
	Waterloo	
	Auburn	
	Auburn	
	Auburn	
	Marcellus	
	Port Byron	
	Port Byron	
	Skaneateles	
	Auburn, N.Y.	
	Cortland NY	
	Cortland, NY	
	Marcellus	
	Auburn City	

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NAME	SCHOOL DISTRICT
	A- BURN
	Auburn
	Auburn
	Auburn
	Union Springs
	Moravia
	Fleming
	Port Byron
	Skaneateles
	Fleming
	Fleming
	Fleming
	Fleming
	Fleming
	Auburn
	Auburn
	Auburn
	Auburn

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NAME	SCHOOL DISTRICT
	W. Genesee, NY
	W. Genesee, NY
	Auburn
	Moravia
	Auburn
	Auburn
	Auburn
	Moravia
	Cato
	Moravia
	Clyde
	Auburn
	Auburn
	Auburn
	Auburn
	Montezuma
	Jordan-Elbridge
	Auburn
	Auburn

<https://www.fingerlakesclassicalacademy.com>

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Union Springs

Auburn

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SCHOOL DISTRICT

Auburn
"

Union Springs

Auburn
Elbridge

Auburn

Moravia
Auburn

Auburn NY

Auburn

Auburn

Auburn

Auburn

Auburn

Auburn

Auburn

Auburn

Auburn

Auburn

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	SCHOOL DISTRICT	CONTACT (phone or email)
	Auburn Enlarged Scho	
	Auburn "	
	Auburn "	
	Auburn	
	Monl...,Vt'<X...	
	Auburn	
	Union Springs	
	Auburn	
	AUBURN	
	Auburn	
	Auburn	
	Auburn	
	Auburn	
	Moravia	
	Moravia	
	Jordan Elbridge	
	Jordan Elbridge	
	Tim Asson	
	Auburn	
	Auburn	

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NAME	SCHOOL DISTRICT
[REDACTED]	Auburn
[REDACTED]	AUBURN
[REDACTED]	Auburn
[REDACTED]	Auburn
[REDACTED]	Auburn
[REDACTED]	Auburn
[REDACTED]	Auburn
[REDACTED]	Auburn
[REDACTED]	moravia.
[REDACTED]	Auburn
[REDACTED]	Auburn
[REDACTED]	Aubs_____
[REDACTED]	Auburn_____
[REDACTED]	Auburne
[REDACTED]	Auburn
[REDACTED]	Auburn
[REDACTED]	Macon Springs
[REDACTED]	Auburn
[REDACTED]	Auburn

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	SCHOOL DISTRICT	CONTACT (NAME, ADDRESS, PHONE, EMAIL)
	Auburn	
	Auburn	
	Weedsport	
	Union Springs	
	Weedsport	
	Skaneateles	
	Auburn	
	Auburn	
	Aub.	
	Auburn	
	Auburn	
	McGraw	
	Auburn	
	Auburn	
	Auburn	
	Auburn	
	Auburn	
	Auburn	
	AUBURN	

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SCHOOL DISTRICT
Auburn
Port Byron
Seneca Falls
Auburn
Auburn
Weedsport
Auburn
Moravia
AUBURN
AUBURN
Southern Cayuga
Auburn
S.
Auburn
Auburn
Auburn
Auburn
AUBURN
Auburn

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SCHOOL DISTRICT
Auburn Enlarged
Auburn "
AUBURN "
AUBURN "
Auburn "
Auburn "
AUBURN
Auburn
Auburn
Auburn
Depend
Weedsport
Hannibal CS
Weedsport
Throop
Maravia
Union Springs
Union Springs
Union Springs

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SCHOOL DISTRICT

Moravia NY

Moravia NY

Auburn NY

Auburn NY

6221 West Lake

6231 West Lake

31 Academy St Skaneateles

5638 Miller Rd

5638 Miller Rd Auburn

5447 Noble St Rd

5447 Noble St Rd

5837 Lakewood Dr

5612 Buckhorn Rd

7076 State St

7076 State St

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SCHOOL DISTRICT

Auburn
LaFayette
~~Adel~~ Southern C
Auburn

Weedsport
Auburn
W. Lakes
MIDLAKES

LYONS
Shenandoah

I am wholeheartedly in favor of school choice options for parents, specifically a public charter school, being established in Auburn, New York. Finger Lakes Classical Academy would provide a traditional curriculum, an option our area is now lacking, and a choice outside of the typical public school that is not limited by district lines and is not a financial burden to families.

SCHOOL DISTRICT

Southern Cayuga

Auburn

Moravia

Moravia

Canandaigua

Canandaigua

Auburn

Moravia

LYONS

Auburn

Auburn

Auburn

Clinton Springs

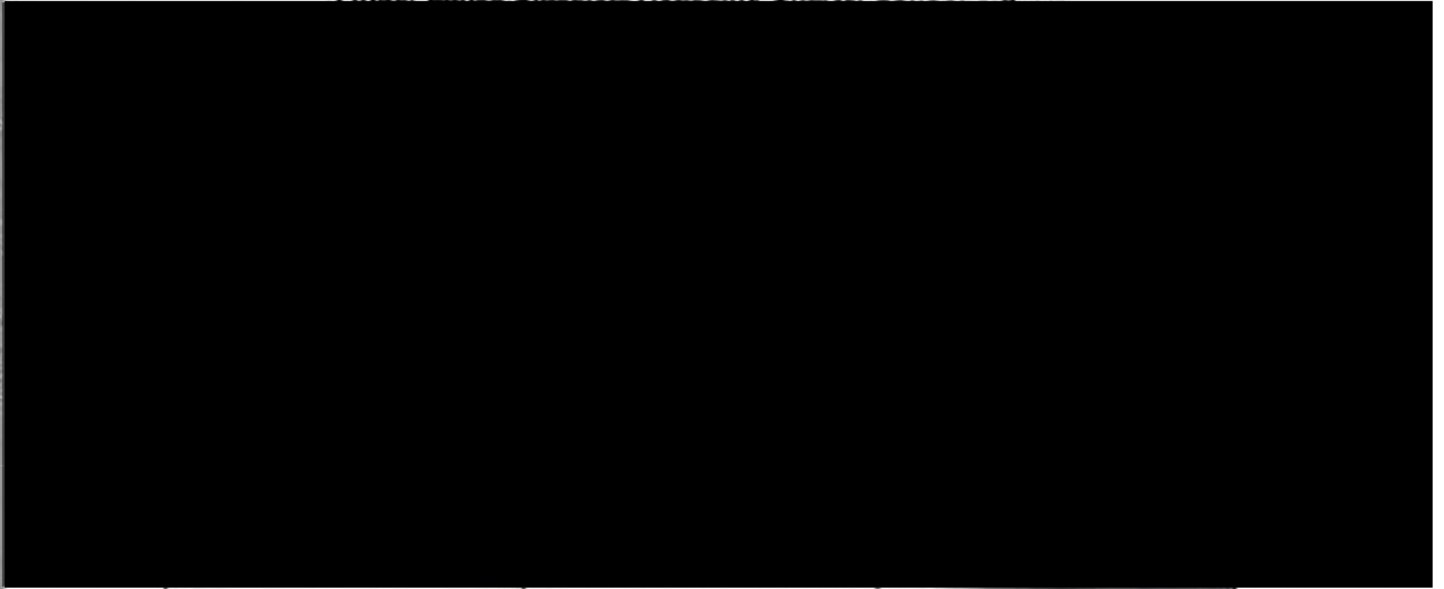
Auburn

Auburn

WESTVILLE

Auburn

Finger Lakes Classical Academy Charter School Sign in



R-04f Evidence of Demand

Submit documents that provide evidence of demand for the school (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school, etc.).

Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

NOTE: If evidence of community outreach, support, and/or demand overlaps, it is not necessary to duplicate documents. Describe how any specific evidence of one demonstrates evidence of another in the applicable narrative description.

Right from inception, FLCACS has received examples of demand from our targeted communities. At every event we have run, we have added more interested parents, grandparents, and family friends of young people to our growing contact list. With the help of a mailing agency, we have generated many emails, reaching parents from all our surrounding school districts. Since the email campaign, flyer distribution, and final lawn sign dissemination, the word has gotten out that we are making progress in the approval process. As such, we have seen a tremendous increase in demand from our targeted communities, as people realize the dream of a classical education and public charter school could become a reality. Free from most COVID restrictions, the summer of 2022 allowed us to get a significant number of petition signatures, and of course, this process allows an opportunity for numerous conversations.

Our website has seen tremendous traffic over the past year. Since its inception in 2018, the website has had over 2200 hits, with just over 1500 being unique visitors. More than half of the traffic has been created in the last two years, as our advertising effort has increased. Since March of 2021, we have had 1,350 site sessions with well over 900 unique visitors. This is despite the fact that many community members were disappointed that we did not succeed with the last application.

Many people filled out the "School Choice Survey" (90 responses). These surveys, as a series of multiple choice questions, have shown that over 70% are concerned with having a content-rich curriculum, while that same amount (71%) want a change in the existing educational philosophy. The surveys taken online, along with the commentary we receive, show that people have lost faith in the public schools, but they have also lost faith in the state bureaucracy getting out of the way and allowing alternatives to be presented.

We have also had handwritten surveys that people took not only the time to answer, but many contained more than one-word responses. It is rare when someone will take the time to fill out with pen and paper a survey that goes into very open-ended questions as we had on the handwritten ones. These handwritten surveys are attached at the end of this document.

More importantly, we have 134 families that have filled out an “Expressions of Interest” online. Differing from a survey, an expression of interest asks for parent contact information and children’s data. People who fill this out are interested in attending the school.

The specific questions asked are name, address, and contact information of the parent (or guardian); The names of each child in the family; The birthdate of each child; Their Intent to Enroll; How they heard about us and if they are willing to volunteer. They then finally complete the form by signing the following statement:

“I am submitting a confidential, non-binding Intent to Enroll to have my child/children attend Finger Lakes Classical Academy. I certify that the information given by me in this document is true, complete, and correct. Please type your complete name below as your signature.”

The people who fill these forms out are not window shoppers, they are serious about finding an alternative education for their children.

Of these 134 families, 64% came from the Auburn area, where most of our outreach effort has centered. In addition, 41% families had two children, 19% had three children, and 4 had four children. When asked if they would like to help with their background and interests, 63 people shared their information.

Considering the fact that we are only expecting 78 children to enroll in our first year of operation, having so much interest online is a good start. When factored into the aspect that we have focused most of our outreach into the Auburn area, not heavily advertising into the other twelve districts yet, and having most families responding from Auburn, where we only expect to have 22 children enrolled, we feel confident in the amount of demand we will receive once the charter is approved.

In addition, it is the families that currently have children enrolled in public schools who are desperately searching for an alternative. This is not only shown through our outreach response, but also by the number of families who have children at higher grade levels looking for options and making great sacrifices for them.

It is the reality of charter approval that is the missing element. This cannot be stressed enough. Many people have shown interest and support, but because we have been out promoting the concept for several years now, even limitedly during Covid, the only negative reaction we receive is from the parents who don’t believe that NY State will allow a charter alternative. It is for this reason, we are cautiously confident in making our enrollment numbers. If we can generate interest when many believe this is not likely to happen, once our charter is approved, the biggest problem we may have is too much demand.

In addition, once the concept has become a reality, many parents in Head Start or Pre-K programs will have a viable alternative and be much more willing to make that commitment. FLCACS has a positive rapport with many of these programs and the administrators and teachers have been waiting to promote our program. They are simply waiting for our doors to be open.

As stated above, the following pages contain first, the questions found on the online survey, followed by the handwritten surveys. We included them in this section because we felt that individuals who took the time to handwrite something demonstrated a high level of demand not normally seen in today's cell phone society.

School Choice

1. Check the three ideas that are most important to you when you think about a child's education.

Check all that apply.

- ☐ Small class sizes
- ☐ Content-rich curriculum
- ☐ Strong arts and music programs
- ☐ Strong sports programs
- ☐ Foreign language offered in primary grades
- ☐ Emphasis on values and civic duty
- ☐ Advanced Placement (AP) classes offered
- ☐ Highly qualified teachers
- ☐ Ability to address special needs
- ☐ School ranking based on student achievement and test scores

2. Choose the three most important components of education you want to support with your tax dollars?

Check all that apply.

- ☐ Staff salaries
- ☐ Transportation
- ☐ Computers and Classroom Technology
- ☐ Sports Teams
- ☐ Language, art, and Music Education
- ☐ Books and materials

3. Please check the schools in Cayuga County you are aware of?

Check all that apply.

- ☐ My local public school
- ☐ St. John Paul II Academy (Cayuga, NY)
- ☐ Tyburn Academy of Mary Immaculate (Auburn, NY)
- ☐ Creative Minds Montessori School (Auburn, NY)
- ☐ Montessori School of the Finger Lakes (Auburn, NY)
- ☐ Peachtown Elementary School (Aurora, NY)
- ☐ Frontenac Elementary School/Union Springs Academy (Union Springs, NY)
- ☐ St. Albert the Great (Auburn, NY)

4. Have you ever considered having (or do you have) a child in your family or extended family attend a school other than your local public school?

Mark only one oval.

- ☐ Yes *Skip to question 5*
- ☐ No *Skip to question 7*

Local School Options

5. Which schools have you considered (or they go to/have gone)? Please list any, including those outside of Cayuga County.

6. Please select the options below that contributed to your consideration of an alternative to public schools?

Check all that apply.

- ☐ Smaller class sizes
- ☐ Superior quality curriculum
- ☐ Difference in education philosophy
- ☐ Religious values
- ☐ Special needs or concerns
- ☐ There is too much emphasis on standardized tests in the public schools
- ☐ Teaching methods used

Other: ☐ _____

Skip to question 8

Public School

7. What has been a barrier to considering other options?

Check all that apply.

- ☐ I never knew there were other options to consider
- ☐ Not affordable for me
- ☐ I did not think transportation was available
- ☐ I did not think the educational curriculum was as strong as the public school
- ☐ I did not think the sports programs were as strong as the public school
- ☐ I did not think the art and music programs were as strong as the public school
- ☐ I did not think my child's special needs or concerns could be met outside of the public school

Other: ☐ _____

Skip to question 8

Summary

8. If a tuition-free, quality curriculum, public school alternative was available in Cayuga County would you consider sending your child to that school or recommending it to a parent?

Mark only one oval.

☐ Yes

☐ No

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Google Forms

Finger Lakes Classical Academy Charter School Survey

What are your concerns about our current K-12 educational system?	What should an ideal K-12 education look and sound like?
<p>My children are not being taught worthwhile, concrete facts that will build upon each other to help create a solid foundation of their education. Everything is disjointed and subjective by the teacher's or government's standards -- which are generally absurd. "Absurd" not because of my preferences, but because logically and pragmatically what they are being taught can be deconstructed in a matter of minutes. There is no joy in the learning, there is no thirst created by how subjects are "taught." Corners are cut and my children are cheated out of a quality education. I honestly do not believe that any public (and some private) school teachers know how to educate; but they sure are big on</p>	<p>Based on child development studies, I believe K-12 education should be based on a grammar stage (teach it 4th facts -- they are sponges and will soak it up!); the logic stage (5-8th learn logic -- explain the <u>how</u> of what they have learned); and the rhetoric stage (9-12th) where they learn the <u>why</u>, the reason for or the apologetic of what they have learned and are learning. Underlying all this should be a foundation of truth, beauty, and goodness. Not politically minded, but classically minded.</p>

We have wasted so much time and talent by being so engrossed and concerned with what is politically correct or popular! ~~That is what~~ I believe we have raised a generation of kids who simply know how to regurgitate, are poor writers, and are incompetent to have an original thought. It is shameful the disservice we have brought to our children under the guise of education.

Request 04f Page # 9

I want my kids to learn penmanship, reading, writing, math/arithmetic, sciences, philosophy, the art of rhetoric, history (ancient through modern), the arts (again, ancient through modern) ... all of this through a lens of love of education (and of our Creator) and NOT through the lens of "critical race" or any other politically minded world-view.

Request 24 - Page # 234

Finger Lakes Classical Academy Charter School Survey

What are your concerns about our current K-12 educational system?	What should an ideal K-12 education look and sound like?
<p>lack of content in doctrination, not education</p>	<p>focus on academics, content keep politics out</p>

Finger Lakes Classical Academy Charter School Survey

What are your concerns about our current K-12 educational system?	What should an ideal K-12 education look and sound like?
<ul style="list-style-type: none"> - Creating opportunities for authentic learning. - Fostering deeper learning - Supporting student's ability to solve real world math problems - Poor infrastructure, including well-trained teachers. - The teaching of critical race theory. 	<p>children should be inspired by teachers to work effectively by the interesting learning process.</p> <p>American Patriotism, Teach our children true American History</p> <p>Great teachers who care about their students and not about their personal agenda.</p>

Finger Lakes Classical Academy Charter School Survey

What are your concerns about our current K-12 educational system?	What should an ideal K-12 education look and sound like?
over stimulation smart boards	books pens + pencils

Finger Lakes Classical Academy Charter School Survey

What are your concerns about our current K-12 educational system?	What should an ideal K-12 education look and sound like?
<p>* Loss of focus from Core education such as math Science Language Arts History</p> <p>* Using Curriculums that are non-effective and leave students frustrated and uneducated ex. everyday math Core math</p> <p>* Teachers/educators are implementing their own personal (political) agendas into the classroom → telling students how to think and not allowing students to be free thinkers</p>	<p>teach fundamentals of core subjects math Science Lang. Arts History</p> <p>Ensure students are proficient in these core subjects</p> <p>Keep political agendas out of school</p> <p>Teach history free of Critical Race Theories Teach correct history Teach civics</p>

Finger Lakes Classical Academy Charter School Survey

What are your concerns about our current K-12 educational system?	What should an ideal K-12 education look and sound like?
<p>Too much control by federal gov't and teacher's union.</p> <p>Good creative teacher's hands are tied in the classroom</p> <p>Parents and children are judged and quieted because of their beliefs.</p> <p>Parents are not welcomed into the classroom</p>	<p>It should give freedom to teachers to use their own unique gifts + creativity to teach</p> <p>The fundamentals of reading, writing, history, science and math are emphasized</p> <p>The values of the community are reflected</p> <p>The value of each child is emphasized</p> <p>Parents, caregivers, are welcome into the classroom to share in different activities</p>

Finger Lakes Classical Academy Charter School Survey

What are your concerns about our current K-12 educational system?	What should an ideal K-12 education look and sound like?
<ul style="list-style-type: none"> • too liberal • divisive • not enough time spent on writing and public speaking skills • curriculum aimed at meeting test scores rather than teaching our kids to be successful • removing God from our schools and the strong influence of Christianity on our founders and constitution • should not be teaching critical race theory or gender issues or sex education without permission from parents 	<ul style="list-style-type: none"> • teach critical thinking • teach every child to have confidence with writing and public speaking • respect and appreciation for our country and military + officers • public service projects • respect for authority + teachers

Finger Lakes Classical Academy Charter School Survey

What are your concerns about our current K-12 educational system?	What should an ideal K-12 education look and sound like?
<p>1. Curriculum lacks rigor (common core)</p> <p>2. Confusing teaching methods. Parents unable to carry over at home.</p> <p>3. Lack of focus on government and history education.</p>	<p>1. Focus on Spelling, grammar and appropriate writing form.</p> <p>2. Focus on American history and American government</p> <p>3. Teaching critical thinking across subjects.</p>

Finger Lakes Classical Academy Charter School Survey

What are your concerns about our current K-12 educational system?	What should an ideal K-12 education look and sound like?
<p>It's become to political.</p> <p>The union is one side + has too much power.</p> <p>no competition.</p> <p>Tenure should be eliminated.</p>	<p>The basic NEEDS to educate.</p> <p>more options for parents.</p> <p>NEEDS more competition.</p>

R-05ac Enrollment

a. Enrollment Plan

Provide a narrative description of the following aspects of the school's enrollment plan including:

- *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 the proposed charter school and district 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 (i.e., the proposed school's "backfill" policy); and*
- *A statement about any growth that the applicants may seek in a future charter period if the school is renewed.*

NOTES:

- *A charter school may not open serving only Kindergarten unless it is an existing SUNY authorized education corporation seeking to open an additional school.*
- *Unless there is a compelling reason, a charter school must enroll a minimum of 50 students at a single site by its second year of operation. If you believe there is a compelling need for an exemption to this requirement, contact the Institute before submitting your application.*
- *If a school's enrollment at any point in its first two years of operation exceeds 250 students, all employees of the school would be deemed members of a separate bargaining unit of the same employee organization that represents similar employees of the school district of location.*
- *The school district of location or NYSED reviews applications for pre-K programs. Applicants may not submit an application for pre-K until the SUNY Trustees approve the charter.*

Initial Enrollment Plan:

The Finger Lakes Classical Academy Charter School grade opening and grade sizes reflect the small city of Auburn and the surrounding rural agricultural areas. We intend to open with grades K-4, adding a grade each year until reaching 12th grade over the subsequent years. The Auburn Enlarged City School District consists of five Primary Schools (K-6), one Middle School (7-8), and one High School (9-12). Our first three years will be focused on primary school-aged children, with years four and five expanding to Middle school-aged children. Some of the other school districts within our 15-mile radius consider 6th grade as Middle School, as does the SUNY Charter Institute, but the classification of 6th grade as Primary or Middle School will not impact curriculum and will not be likely to affect enrollment, as most middle school students will be composed of already existing students. There may be slightly higher numbers for the sixth-grade opening, accounting for parents wanting to make a transition before their child enters their local district's Middle School building.

Rationale:

- Some schools begin K-2 so that they can better prepare students for state testing in third grade. In the Auburn district, the 2023 third-grade ELA testing resulted in 24% proficiency, 26% in fourth grade, and 22% in fifth. Their math proficiency was 37% in third grade, 40% in fourth grade, and 31% in fifth grade. By starting K-4, even the third and fourth grade students will be introduced to and benefit from the Orton-based literacy program. Third and fourth grade students will require a two-week "Orthography

Camp” for two hours each morning – or a total of 10-20 hours of instruction. The goal is to teach the 72 phonograms with handwriting and the spelling analysis and marking system needed for daily spelling lessons. Third and fourth grade Students will all be ability placed for Singapore Math.

<https://www.syracuse.com/schools/2023/12/2023-ny-school-test-scores-search-new-english-math-results-for-every-district.html>

- The value of having 3rd-grade teachers and students in the building cannot be understated. State testing starts in Grade 3. Our 2nd-grade and 3rd-grade teachers will literally take the tests with our third-grade students and be able to immediately begin evaluating the efficacy of our program and ensuring it is meeting the needs of our students. The 3rd-grade teachers will also immediately respond by meeting with the K-2 teachers to share input and discuss potential areas for growth. When test results come back to us, we will analyze those results, address the needs of individual students, and differentiate instruction as needed. Having 3rd Grade in the building will greatly enhance our assessment process and accountability to the most important people in the building, our students.
- Research shows that if a student is not reading at grade level by the end of 3rd grade, their academic future is greatly compromised. In the Auburn district, the 2023 4th grade proficiency in ELA was 26% in 4th grade. Their math proficiency in 4th grade was 40%. Our literacy program (Access Literacy) is a K-3 program, and we believe a school building should contain the beginning, middle, and end of a program. With the potential of 74% of 4th grade students reading below grade level (Auburn results), the 4th grade test results will be analyzed to address the needs of individual students and differentiate instruction as needed. Fourth-grade teachers will be literally taking the tests with the students so they can immediately begin evaluating (with the 3rd-grade teachers) the efficacy of our program and ensuring it meets the needs of our students. This is where the cohesion of the 3rd and 4th-grade teachers in the same building will benefit the students in both grade levels, providing an opportunity and greatly improving the possibility for a successful academic future. Our charge is to have students reading at grade level. We realize this may be an unrealistic goal to have 100% at grade level by 3rd grade, but by having the first State Assessment results of our 4th graders (from 3rd-grade assessment), we have charged ourselves with having all students at grade level by the end of 4th Grade.
- Due to the limited population size of our rural area, the school would only open with one classroom per grade level. The financial viability of sustaining three classrooms with a K-2 opening would be a tremendous and unnecessary burden potentially affecting optimal staffing.
- It has been expressed by many families who have more than one child that they would want to have all their children in one school. A K-4 range of grades at opening provides a greater probability of having this interest met.
- A school with more than just K-2 grades at opening is more attractive to the kind of highly talented candidates for school principal needed to lead a great school.

- A school that opens with grades K-4 brings a new faculty together in the first year in a way that overcomes a natural subgrouping that occurs between the K-2 teachers and the 3rd and 4th teachers. Instead, the teachers develop a common commitment to the school's mission and to one another as one school and not two schools.
- By grade 7, at year four, a school with upper school teachers who are specialists in curriculum subjects can assist the elementary school teachers in subjects which they, as generalists, may seek support from those specialists.
- A school that opens as a K-4 overcomes a potential problem that other schools face which open with fewer grades, that problem being the enticement to delay in opening the high school due to its perceived difficulty and the tendency to wait until all the challenges of the first few years are past. This can stifle the school's movement toward fulfilling its mission.
- A classical school delivers instruction from a challenging and serious curriculum. Teachers find it professionally stimulating, whilst simultaneously difficult, although time in the curriculum will strengthen the teachers intellectually. A school that opens as a K-4 will permit the teachers to grow in this fashion with the students and learn of the content delivered in grades below the one they teach. Without this feature, it is quite possible that new teachers who arrive in years subsequent to school opening will be in a difficult catch-up mode as they teach students who have been learning in this curriculum for several years.

FLCACS plans to expand into the high school level of education. This will occur after we have a proven track record with our curriculum and our staff is prepared to move up. Our goal is to eventually offer classical education from K through 12th grade. Our enrollment plan aligns with the Auburn district. We are minimizing disruption by establishing our initial entry level at kindergarten. This allows students to benefit from their classical foundation at the onset of their education, which, of course builds on itself with each consecutive year. This also minimizes achievement gaps between students from different socioeconomic backgrounds, IEP, and ELL status, which are often discovered in the earliest grades and widen as time goes on. By starting with the youngest students and identifying achievement gaps early, we plan to minimize and eventually eliminate them.

Our School Leader and Special Education / Academic Success Coordinator (SEAC) will work closely with the classroom teachers, continually assessing, especially through the first three years, to confirm all students are on target with appropriate grade placement and academic growth. In year one, we will enroll 78 students in grades K-4. We will continue to foster and build our relationship with HeadStart and the local preschools in the ongoing outreach process.

Differences in Age:

Our eligibility and minimum age requirements for students are aligned with and are the same as the local district schools. Kindergarteners must be 5 on or before December 1 of the year they wish to enroll.

Pattern of Growth:

Student enrollment will come with challenges. Being new to the community, FLCACS will market itself without the benefit of support from existing students and their family members, but it will be able to promote the classical education model and its academic success. Initial efforts will focus on following the school's plan to increase awareness and build relationships within the community.

A strong social media presence will be essential, along with signage, participation in various community activities and meetings, and door-to-door canvassing. Once a final (or temporary) site has been selected, FLCACS will implement a robust community awareness plan, including onsite opportunities for face-to-face meet and greet. Direct mail and billboards will be considered to raise brand and location awareness.

First-year recruitment will be the biggest challenge as enrollment drives funding. Essential to success is maximizing efficiencies by ensuring that teacher-to-student ratios are on target with a full complement of teachers to meet students' needs at the beginning of the first school year. In addition to the ACAM Startup Plan, the school's board knows that a community engagement and awareness campaign must begin immediately. The community outreach identifies the various community members, local businesses, nonprofits, childcare facilities, and churches that the founding board will contact in the coming months.

Our initial anticipated grade size is small, with a long-term ultimate maximum of two classes per grade level. Based on our current projections we are not anticipating needing two classes per grade level. However, if enrollment exceeds our current projections, the expansion to a second classroom, in order to maintain proper student-to-teacher ratios, will be easy to accomplish.

This will result in a minimal programmatic and fiscal impact on Auburn and surrounding districts. We have developed a slow growth model in accordance with a more rural area, adding minimally 20 - 24 students each year (primarily at the kindergarten level). Our focus will be on our academic program and each student's academic growth, as well as school management and culture.

Other charter schools tend to have an attrition rate of 7-10%, as per the following study: <https://www.wnyc.org/story/nyc-charter-school-attrition-rates/>; because our marketing, public awareness, and branding, along with the poor performance of the local districts, should increase desire. We expect to increase attendance until we have multiple, full classrooms at

each grade level. Being in a charter desert, and having such limited school choice options, attrition, while existent, will not be as high, as we anticipate our attrition rate to be no more than 5%.

According to a February 22, 2023, New York Post article, “In terms of third through eighth-graders, students whose performance is specifically looked at by the state as a predictor of student success, 83 percent of charter pupils outperformed their public-school counterparts in both ELA and math in 2021-22, according to a new analysis conducted by SUNY’s Charter Schools Institute.”

Similar classical schools nationwide, such as Bronx Classical and Ascent Classical, have experienced rapid growth and minimal attrition. We hope to follow in their footsteps. “Charter students outperformed their public-school peers in English Language Arts proficiency by 55% to 49% and math proficiency by 46% to 38% in 2021-22, according to data compiled by NYC Charter Center.” Considering the high performance of charter schools, and no other tuition-free school options in the area, we do not anticipate high attrition rates.

This lack of standard attrition, as well as the anticipated desire for an alternative option in the Charter School desert that we will be operating in, should allow us to easily “backfill” any attrition. Regardless of the 5% anticipated rate (4-6 students per year) we expect to experience, or the 10% attrition rate found nationally (8-12 students per year), the numbers are so small when spread over multiple grades that filling in these spots will consist of nothing more than working off of our waiting list.

Our intake policy consists of having no more than twenty-two children in a classroom. This will result, unfortunately, in a waiting list. As openings occur, students from the waiting list, provided they match the charter’s policies for prioritizing economically disadvantaged students, will take priority over new requests. If openings occur in the middle of a school year (due to relocation or other unforeseen circumstances), students on the waiting list will be offered those seats in order of waiting list preference. Once the second marking period is closed, “backfilling” will occur in the following school year.

Future Growth in Enrollment:

We have considered doing a Pre-K program. However, since working with the existing local programs in the communities, we want to focus on the strength of our own academics and solidify the working relationship we have with both HeadStart and the local preschools with which we already have a rapport.

Since our growth model is based upon building from the lower grade levels and up, and maintaining the existing class sizes as the students progress, we expect the initial growth from one class to two classes to occur originally at these lower level grades. Any limitation in our growth will be a factor of building size and hiring capacity as we do not wish to increase the

teacher-student ratio beyond the established success rates proven by prior school histories. Long term, considering the limited population size of our area, we do not anticipate more than two classrooms per grade level.

Another growth and retention consideration is student activities and sports. Much of a child's education happens outside the classroom. It occurs through things like sport teams, clubs, art/music lessons, dance, and theater. To that end, we will build our offerings of quality athletics and extracurriculars as quickly as we are able.

What we offer first will depend, in part, on student interest and the availability of coaches, sponsors, and volunteers. Clubs may include, but are not limited to: Musical Theater, Gardening, Photography, Chess, Robotics, Web Design, and Coding. Many offerings, such as dance and theater, tend to come from outside sources, such as local drama clubs, and not necessarily the various school districts. It is our intention to partner with these organizations to both promote and offer opportunities for our students to grow outside of the classroom.

A similar situation arises with sports programs. Since competitive school sports programs tend to involve children at higher grade levels, we should not have to provide actual team membership offerings until we have entered the high school realm where Section rules apply. The Auburn and surrounding areas are filled with numerous sporting club opportunities. However, as both a means of promotion and enrollment, as well as offering options to our younger students, specific sponsorships of local club teams, such as hockey, soccer, or little league baseball teams will be pursued, and those organizations' offerings will be presented to our student body and their parents.

In addition, we believe in the importance of fitness and physical education. This belief is reflected in our commitment to frequent recesses and physical education throughout the early grades. It is also reflected in our commitment to building an athletics program that gives students opportunities to grow in fitness and virtue. The spirit and culture of FLCACS should exhibit its foundational virtues of prudence, justice, fortitude, and temperance. Both in the classroom and on the playing field, we believe that nurturing and practicing virtuous behavior is crucial for individual growth and a quality school.

b. Target Population Enrollment

Explain how the 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 on our website;*
- *Describe the recruitment strategies the school will employ to attract each target population to the school;*
- *Describe any at-risk admissions factors, set-asides, or "preferences" the school would offer to increase the likelihood of enrolling targeted students;*
- *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; and,*
- *Any replicator that is not currently meeting targets at any of its schools must provide an explanation as to why it is not meeting the targets, efforts made to meet the targets, and what new strategies the applicant intends to employ to meet the targets.*

NOTE: 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

FLCACS will be within enrollment targets and retention of students with disabilities, English language learners, and students who are eligible applicants for the Free and Reduced Price Lunch (FRPL) by utilizing unique recruitment and retention strategies that have been built into our marketing plan. As described below, FLCACS has and will continue to reach out to all cross-sections of the Auburn community and the outlying districts.

Based on the SUNY Charter Institutes retention calculator, FLCACS will be within target variances for the area. As shown in the Enrollment Table below, our numbers match those of the calculator. These numbers were generated based on a cross-section of all thirteen districts we plan to serve. The Economically Disadvantaged students and the FRPL student population will probably be higher and may actually exceed the ERT Calculations, however, FLCACS kept an extremely conservative number for budgeting purposes and as such has a running 10% variance.

The same holds true for students with disabilities, where our conservative estimate of 10% of the student population runs below the 14% students with disabilities makeup of the districts we are servicing. As we build a reputation, we believe this number will increase with the confidence level of parents in this particular classification.

Based on the cross-section data, the ERT Calculator does not come up with any ELL students, as the general student population in these districts comprises only 1.6% under the ELL classification. Our estimates are small, and reality will probably place those numbers much higher, due to the migrant population we have and will continue to target, but they will exceed the general population for our service area.

Enrollment	Percent	K-4	K-5	K-6	K-7	K-8
Total years 1-5	100%	78	104	126	150	172
FRPL Students	40%	32+	42+	50+	60+	69+
Discrepancy w/ ERT Calc		-11.1%	-10.6%	-10.7%	-10.4%	-8%
Students w/disabilities	10%	7+	10+	13+	15+	17+
Discrepancy w/ ERT Calc		-12.5%	-28.5%	-29.4%	-21%	-19%
ENL Students	1%	2+	2+	2+	3+	3+
Discrepancy w/ ERT Calc	N/A					

Recruitment Strategies:

As stated earlier in Request 04abc - “Community Outreach, Support, and Demand” along with the rest of Request 04 (d,e, and f) detailing the evidence, we have emphasized bringing the concept of Classical education to the masses, eliminating the ticket price that prohibits many in the community from taking advantage of this curriculum which is only available (in a limited capacity) through tuition-based private schools.

Our emphasis has been and will continue to be, displaying the effectiveness of classical education on not only the general population, but also specifically on the three stated groups, students with disabilities, English language learners, and economically disadvantaged students.

As we continue reaching out to the community, we will highlight the impacts that our Academy can provide to these groups as follows:

a) Students with disabilities will be served by highly skilled special education teacher(s) knowledgeable of special education law and trained in the Access Literacy program. Administrators, special education teachers, therapists, and families will be invited to a forum(s) to learn more about the effectiveness of the classical curriculum with students with special needs. Our advertisement for these informational meetings has included the Gavras Center in Auburn, whose mission includes providing support for children with special needs and their families through an array of quality programs and services.

b) English language learners will be sought out with flyers and communication with local farms and their migrant workers by FLCACS physically going to their farms, churches, and communities. Spanish language and culture will be part of informal and formal instruction. The embrace of Latin into our curriculum will make the transition from Spanish to English and back that much easier as these students progress through the grade levels.

c) Economically disadvantaged students and students eligible for the FRPL will be recruited with flyers and information nights at community centers and churches, low-income housing projects, social work programs, and food pantries. Since such a large majority of our overall population is considered “economically disadvantaged” (54% in the main four districts we will be serving), providing a tuition-free option for quality education will continue to be the draw that it already has been. Pointing out the fact that charter schools are not only FREE to families, but will include the free and reduced lunch program, will reduce any anxiety over missing out on some basic needs that the public schools currently provide.

Risk Admission Factors:

Due to our recruitment strategies in the targeted at-risk school districts and while maintaining our compliance with the rules of New York State charter school admissions policy (specifically giving preference to returning students, district students, and siblings of enrolled students) enrollment will encompass much of the at-risk students. ELL students and economically disadvantaged students (of which FRPL students are a subset) will likely come from the same area and possibly from the same family. As such, this will increase the likelihood of enrolling targeted students. The random process lottery will only be applied once the grade-level seats are filled.

Retention Strategies:

Student Retention will be addressed with open communication with families, fidelity to our rigorous curriculum, and a strong school culture that celebrates student success. The targeted population and their needs will naturally require attention. FLCACS will develop a partnership with parents and teachers based on honesty, respect, and compassion. Regular communication and events will include open houses, conferences, celebrations, and performances. Individual student needs will be supported through a multidisciplinary team approach that includes the family. Retention in each specific targeted area breaks out as follows:

a) Students with Disabilities: To retain special education students, FLCACS will hire highly

skilled special education teachers to ensure instruction is provided in accordance with NYS law and fidelity to the students' IEPs. The Special Education Teacher/Coordinator will work closely with classroom teachers to assess and monitor student growth. As a team, they will have regular and consistent communication with parents concerning their student's progress, discuss and address their concerns, and discuss potential IEP modifications needed to stimulate continued student growth when necessary.

b) English Language Learners: When the population deems needed, FLACS will hire an ENL bilingual teacher who will work in collaboration with classroom teachers to help ELL students learn English and in turn, teach non-Spanish speaking students to learn Spanish. All language teachers will be trained in the Riggs literacy program. Communications with families will be offered in their home language, but families will be encouraged to incorporate both languages at home when possible to help reinforce the lessons learned at the Academy. Depending on time and educational value, specific cultural events may be acknowledged, taught, and celebrated within the school setting.

c) Economically disadvantaged students and students eligible for the FRPL: FLCACS will provide regular and respectful communication to address student and family needs and their effects on the student's academic progress. Any achievement gaps not being addressed by the rigor of the curriculum will be discussed and resolutions will be put into place. Resolutions will be continually monitored as to their effectiveness. Building relationships based on trust and a sense of belonging will take priority with these families. This relationship will begin with a face-to-face introduction, followed by regular communication via phone, email, conferences, and school events. Mental health referrals can be made if the student, parents, teachers, or administrators vocalize concern. The School Leader will be apprised of any referrals made.

c. Student Enrollment Table

Complete the student enrollment table provided in the budget template and include a copy of it with this request. The proposed enrollment should be entered in exact absolute numbers (e.g. 135) and not as a range (e.g. 130-140).

		2024 - 2025	2025 - 2026	2026 - 2027	2027 - 2028	2028 - 2029
		K-4	K-5	K-6	K-7	K-8
Primary	Auburn	22	32	40	48	56
Secondary	Port Byron	16	18	22	28	34
Other Dist 3	Clyde-Savannah	8	10	12	14	16
Other Dist 4	Jordan-Elbridge	5	8	10	12	14
Other Dist 5	Seneca Falls	5	6	8	10	10
Other Dist 6	Cato-Meridian	4	6	8	10	10
Other Dist 7	Weedsport	4	6	8	8	8
Other Dist 8	Southern Cayuga	3	4	4	5	6
Other Dist 9	Union Springs	3	4	4	5	6
Other Dist 10	Moravia	3	4	4	4	5
Other Dist 11	Skaneateles	2	3	3	3	3
Other Dist 12	Marcellus	2	2	2	2	2
Other Dist 13	West Genesee	1	1	1	1	2
Total		78	104	126	150	172

R-05d Admissions Policy

d. 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 the location of the proposed school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act. The admissions policy should also indicate in which grades the school would admit students, whether it would fill seats vacated by enrolled students (i.e. “backfill”), and if applicable, the date after which the school would no longer accept students.

Enrollment will be executed without regard to race, creed, color, sex, national origin, religion, sexual orientation, ancestry, disability, or need for special education services, in compliance with federal, state, and local laws. Admission shall not be limited on the basis of a student’s intellectual ability, measures of achievement or aptitude, athletic ability, or disability. Any student eligible for admission to a public school under the laws of New York State is eligible for admission to FLCACS.

Interested families will be required to submit a FLCACS Enrollment Application. The application will be made available on January 1st, and the submission deadline will be March 31st. For current students, letters of intent to return for the following year will also be distributed. To account for nondiscriminatory application availability, applications will be available for pick-up at the school, on the school’s website, and any additional venue opportunities.

Families are encouraged to visit the school, talk to instructional, administrative, and other staff, visit classrooms, and meet currently enrolled students when making the decision to enroll their children. Every effort will be made to assist families with language or other barriers in completing the application including providing a Spanish version for ENL families. There will be no fee for making an application nor will there be any tuition charged for attending the school beyond fees permitted to be charged by public schools. FLCACS will not impose any arbitrary requirements for the application beyond the completion of the FLCACS application. Practices such as requiring parents or guardians to attend an open house, submit to an interview, or tour of the school will not be a condition for accepting an application. FLCACS welcomes all students, including those with disabilities, ELL learners,⁴ and students eligible for FRLP, to enroll in the charter school.

Enrollment Eligibility

Only applicants living in New York State may apply for, enroll in, or attend the school, and all New York State residents are so entitled.

Compliance with Applicable Laws: As a public school, FLCACS will be open to children who are eligible under the laws of New York State for admission to a public school. The school will follow all applicable State and Federal laws in admitting students. Enrollment will take place without regard to race, creed, color, sex, national origin, religion, sexual orientation, ancestry, disability, or need for special education services, in compliance with federal, state, and local laws.

A child will be eligible for initial admission to the school for kindergarten if the child reaches the age of five years old on or before December 1st. All students admitted as provided above will be required to submit completed application forms and information by the date specified in the notice of admission.

In the event that interest in a grade is beyond capacity, a student will be placed on a wait list. Wait-listed students will complete application forms upon selection for admission. An admitted student will be subject to the forfeiture of his or her right to enroll or remain on the waiting list if the enrollment form is incomplete. A student who withdraws or is removed from admission or enrollment will not be entitled to reinstatement of a prior situation, but withdrawal or removal will not affect such student's right to re-apply for a later school year, subject to the school's admissions policy and the procedures thereunder, or to be placed on the waitlist in the same manner as a late application.

The intentional provision of untruthful information at application, admission, or enrollment will entitle the school to permanently exclude the child from the school, even if the student was admitted, enrolled, or permitted to attend. Wait lists will not be carried over from year to year.

The school will give preferences to the following pupils, in the following order of priority:

Founder Preference: Those children whose parents/guardians were active in the planning process by serving on the founding interim governing board, an advisor to the founding interim governing board, or other criteria established by the Governing Board beneficial to the successful founding of the school, will receive priority for admission if their applications are received by the application deadline. Said families must have been designated a “founding family” by FLCACS and will not exceed 15% of the grade capacity. These families will taper off throughout the existence of the school as their children graduate. Founding Family status will no longer be given after the opening day of the school.

Priority 1: Returning Students: After the founding year, first priority will be given to pupils returning to FLCACS. In order to confirm the intent to maintain enrollment, the school will send an Intent-to-Return letter home to parents of all current students before the lottery every school year. The letter requests written confirmation that the child will return the following school year and indicates that the signed form must be returned in order for the school to hold a seat for the student. After these reasonable efforts to contact the family to confirm enrollment, the school may elect to not enroll students who have not confirmed.

Priority 2: Sibling/Household Preference: It is the intent of FLCACS to support whole families and create a cohesive and inclusive school community. Siblings of enrolled students will receive priority for admission if their applications are received by the designated deadline. Families may also apply for household priority. Household priority is given when a child, who is not a sibling, lives with a currently enrolled or admitted family. In this situation, custody papers or other legal documentation must be provided to claim priority. Siblings of multiples, such as twins or triplets, will be grouped together within their respective priority categories. The drawing of the name of an applicant will be deemed the drawing of the name of the applicant's siblings participating in the lottery for the same grade or a lower grade, as long as there are places available in the siblings' respective desired grades when the applicant's name is drawn or will entitle the siblings to the next places on the waitlist for the desired grade. However, FLCACS will have the right, but not the obligation, to add places in a grade on a nondiscriminatory basis in compliance with applicable laws for a sibling under these circumstances, even if the grade is otherwise closed. Filling classroom vacancies that remain or occur beyond March 1 of a given year will be addressed by the School Leader in conjunction with the Board of Trustees on a student-by-student basis, but are generally discouraged.

Priority 3: Staff Preference: Children of staff members who work 20 or more hours per week will receive priority for admission. The total number of students enrolled under the priority Founder/Staff policy will not exceed 15% of the school's population. If there are fewer spots than the number of priority applicants, then a separate lottery is held for these applicants with priority status. Any student falling under the Founder/Staff policy who is not eligible for priority due to exceeding the 15% threshold, will be designated to the next highest applicable priority level.

Priority 4: All pupils who live within the Auburn City School District will be given a priority 4 level.

General Lottery: The content-rich curriculum, instructional style, and culture at FLCACS contribute to creating a learning environment where children with various needs and backgrounds can thrive.

To attract and serve families not otherwise served with quality education options, FLCACS will offer a weighted lottery, where pupils identified as students with disabilities, English language learners, and/or qualify for Free and/or Reduced Lunch Program (FRLP) eligible children are given a weight of one within the general lottery. This is intended to increase the chances for these children to obtain an offer through the lottery. In accordance with The New York Charter Schools Act of 1998 (as amended, the "Act") and regulations of the New York State Education Department ("NYSED"), 8 NYCRR § 119.5, only one weight can be offered per student even if that student qualifies under two categories.

Once priority seats have been filled, the general lottery will be held. Seats will be assigned randomly. At the conclusion of the lottery for each grade level, applicants will be placed on a waitlist for each grade. The random selection lottery will be open to the public. The school will notify all applicants of the time and place, which will generally be between April 1st and April 15th, subject to circumstances beyond the reasonable control of the school. Names will be drawn until all available classroom positions have been filled. Any remaining names will be drawn to establish waiting lists to be used to fill openings during the school year for which the student applied. After all eligible names have been drawn, the school will add the names of applicants who submitted applications after the 5:00 PM deadline on March 31st. All post-deadline applicants will be added in the order in which they are received. As spaces become available, FLCACS will make enrollment offers in the order of placement on the waiting list.

Lotteries for all grades for an academic year are expected to be conducted on the same day and will be publicized in a manner consistent with the requirements of Section 104 of

the Public Officers Law and will be open to the public. Lotteries are expected to be conducted from highest grade to lowest grade for each year. Families of students admitted or waitlisted as provided above will be notified in writing. Openings for places in a grade after the admission and enrollment processes are complete will be backfilled based on the waitlist order.

Applications will clearly state the enrollment deadline. It is the policy of FLCACS to encourage and support the development and strength of its student and family community as far in advance of the new student enrollment deadline as practically possible. The application deadline will be March 31st for the following school year.

R-06af-Curriculum and Instructional Design

NOTE: The responses to Requests 6(a-f) together may not exceed a total of 50 pages in length. This does NOT include Request 6(g) - Draft Accountability Plan. The Institute encourages applicants to use Requests 6(a-f) to develop a narrative explaining in detail the proposed school's academic program and use Request 23 – Supplemental Information to provide any supporting curricular artifacts (e.g., planning templates, pacing calendars, evaluation rubrics, etc.).

a. Curriculum Selection Process

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

CURRICULUM SELECTIONS

Finger Lakes Classical Academy Charter School (FLCACS) will provide students with a full and complete education that challenges them to excel in learning and character. This classical education program will succeed through the academy's high standards and curriculum. The goal is to graduate students who are highly literate, prepared to continue academic achievement, and ready to become responsible members of their community.

One of the primary jobs of an elementary teacher is to teach a wide variety of students to be great readers, writers, and thinkers. With those skills, students can tackle any academic challenge. English is a beautiful yet complicated language. Therefore, learning how to teach it clearly, completely, and efficiently is a critical skill for teachers. Access Literacy was built to improve literacy through writing curriculum, training and coaching teachers, and supporting school administrators.

English Language Arts

These excerpts (<https://www.accessliteracy.com/leaders>) are intended to help you understand the key elements of Literacy Essentials and how the elements of the program differ from most other reading/literacy programs. *Access Literacy's Literacy Essentials: The Journey From Spelling to Reading®* teaches children to read by presenting a thorough, explicit, multisensory explanation of the sound-symbol relationship for the spelling patterns of English (phonetics), as well as the rules and consistencies governing their use in English words (orthography).

"Students who begin the program in kindergarten are taught to spell a word to learn how to read it. Research reveals that children who can spell a word can always read it, but the reverse is not true. Many of us adult users of English may be skilled in reading and horrible in spelling. Therefore, this method begins with teaching children the information they need to spell, explicitly teaching a specific set of new words four days each week. These words are then practiced to achieve automaticity for spelling and, ultimately automaticity for reading. From my 25+ years of teaching I am convinced that children perish educationally for lack of information, not because the information is too difficult. This is especially true in spelling and reading. Curriculums used in most schools today do not give children the complete body of information they need to successfully navigate the complexities of the phonetics and orthography (spelling system) of English. Many children come to school with thousands of words they can understand and use when speaking and listening. What they desire is the ability to as quickly as possible read and write with that set of words. When we give children the information they need to be able to do that, the result is excited, engaged readers who willingly write about the interesting things they are learning. Once the young children have a set of words they can spell accurately, they begin simple sentence writing. In Kindergarten, their early sentence writing is their first reading."

"During the K-2 years, students are taught basic grammar which supports sentence writing that is used to support reading comprehension. Students are writing sentences daily for the purpose of supporting reading. If students have the knowledge and tools to be able to decode the words in a text, the next barrier to comprehension is often sentence structure. Sentences in texts become longer and more complex as reading levels increase and some students do not have the tools to navigate the sentence. Writing sentences allows students to slow their thinking and create mental space to better understand how the order of words and phrases develop meaning. The goal in K-2 is to have students writing sentences with a level of complexity that will lead them easily into the texts at their reading level. *Literacy Essentials: The Journey From Spelling to Reading®* differs from other phonics-based programs

in several ways. The primary difference is the order in which literacy skills are taught. Typically, reading programs start by teaching "sight words." Children are given a list of words that they see repeatedly and are asked to just commit to "visual memory." This is much like learning hundreds of phone numbers. In contrast, this approach uses the basic information about English phonetics and orthography to help children code and analyze the spelling and decoding of more than 2000 words between Kindergarten and 3rd grade. As the title of the program indicates, the order of teaching is from spelling to reading. The children first learn to write and say the sounds of the 72 common English spelling patterns in isolation, so they can then combine them to spell words. With the words they are learning to spell, they will be able to write sentences. These sentences become their first reading. This process wires children's brains to think deeply and analyze how words work individually, in combination to form thoughts and ideas, and creatively to express ideas in a rich, clear manner. Words are powerful and to wield them well allows individuals an appropriate way to influence the world around them."

"So, the order of teaching literacy skills is a primary difference, but in tandem with the reordering of skills is the scope and pace of "what" is taught. For example, all 72 common English spelling patterns (phonograms) and the basic rules of orthography are introduced by the end of the first semester of 1st grade. From that point forward (through 3rd grade), the information introduced is practiced with more than 2,000 words, until it is internalized and can be used by older students to independently learn new vocabulary. Other programs stretch the teaching of a much smaller set of spelling patterns (maybe half the number) over grades K-5 with little or no explanation of rules governing how they are used. Thus, other programs must resort to using visually memorized "sight words" to begin reading and most often memorize spelling words by calling out letter names for spelling. Both sight words and calling out letter names for spelling teach children wrong information about how the English code works. Literacy Essentials reorders the teaching of literacy skills, increases the breadth of information provided to children, and paces the teaching of those skills to make them available to children early in Kindergarten and first grade."

"The final significant difference with the Literacy Essentials program is how the information is taught. Each lesson is multisensory. Under the overarching umbrella of multisensory, the lessons use direct instruction, with interactive analysis and graphic organization to teach and practice skills. The skills and information are taught using a multisensory approach so that the different areas of the brain that are used in writing and reading are wiring code information simultaneously. As the students are learning the spelling patterns and vocabulary, they "see it, hear it, say it and write it." Each time they learn or practice new vocabulary they will simultaneously engage different neurological areas of the brain and wire them together. Another aspect of the curriculum is directly instructing through an interactive analysis that leads the children through the thought processes necessary to understand how each word works. As the students engage in this analysis over the course of more than 2,000 words, their brains develop cognitive categories for analysis that eventually result in student independence in learning new vocabulary."

Finally, coming alongside the "write it" piece of multisensory, students are provided a notebook, My Orthography Notebook, which is structured to help them graphically organize the complicated information they are learning about the English code. As students complete the graphic organizers each year with a new set of words (1st – 3rd), the pages provide practice and serve as a reference when questions arise with new vocabulary.

Access Literacy will cover phonemic awareness, spelling, handwriting, not literature (school's choice). Examples of Literature used for reading comprehension are as follows:

- K—** Nursery Rhymes Aesop's Fables Fairy Tales Tall Tales, Beatrix Potter, Winnie the Pooh
- 1—** Fairy Tales, Pinocchio, The House at Pooh Corner, Aesop's Fables, The Tale of Peter Rabbit, The Tale of Br'er Rabbit
- 2—** Greek Mythology, Asian Folktales, Classic Folktales, A Christmas Carol, Native American Tales, Tall Tales, Little House in the Big Woods, Charlotte's Web, Peter Pan
- 3—** Short Stories, Greek, Roman, & Norse Mythology, Fantastic Mr. Fox, The Courage of Sarah Noble, Farmer Boy, Stuart Little
- 4—** Robin Hood, The Magician's Nephew, The Lion, the Witch, & the Wardrobe, Johnny Tremain, Anne of Green Gables
- 5—** The Wind in the Willows, The Secret Garden, Comedy of Errors, The Adventures of Tom Sawyer, Narrative of the Life of Frederick Douglas

6— The Children's Homer, The Giver, A Midsummer Night's Dream, The Scarlet Pimpernel, The Prince & the Pauper

7— Alice's Adventures in Wonderland, Adventures of Sherlock Holmes, The Wind in the Willows, Across Five Aprils, The Wizard of Oz

Handwriting

Printed lettering will be taught in kindergarten, and then will turn quickly to beginning cursive in the 1st grade. Cursive improves the continuity and fluidity of thought in written communication, improves neural connections in the brain, graphically illustrates the development of fine motor skills, and can be particularly effective for students with dyslexia or dysgraphia.¹

Composition

Beginning in the 3rd grade, students will study Composition, with an emphasis on paragraphs. In 4th grade, students will learn to connect up to three paragraphs into a larger piece of writing.

Literature

Literature will be a cornerstone of FLCACS. The literature itself will be a form of curriculum. Literature alone can make an enormous difference in the future of a child. Rich literature furnishes the mind and children should be exposed to quality books as early as possible. Quality literature lends to great discussion of the stories such as; ask and answer questions, retell, identify details and demonstrate understanding of their central message or lesson (1st grade- 2011 ELA standard 1R1). Literature at FLCACS has been chosen with great care from past and modern authors of quality. Based on the scientific research found in *The Enchanted Hour* by Meghan Cox Gurdon, it will be read aloud throughout the elementary grades and will be read by students as they progress in literacy.

Because great literature can be above a child's ability to read, it can be read aloud or listened to on audiobooks. Many of the great classical children's pieces are also found with online read-alouds as a tool for possible virtual learning. This practice need not end when the child can read on their own. Listening to books gives children with learning disabilities, such as dyslexia, a break from the struggle to read. It can give children who are new to English a chance to listen while holding a physical copy to follow along. It will give all children a rich vocabulary, improved structure in their writing and a strong imagination.

Selections from the Literature to be taught at FLCACS, later grades will continue in a similar pattern.

Grammar and Composition

Well-Ordered Language: The Curious Student's Guide to Grammar from Classical Academic Press will be used starting in the 3rd grade. Grammar is necessary for a clear understanding of the English language and the ability to study foreign languages. It gives students a clear and comprehensive analysis of the English language, making the writing process smoother. It will be introduced in the 3rd grade so that reading with phonics will already have been established. Classical Academic Press strives to awaken curiosity as well as challenge the eager learner.

Several of the following sections draw from the Core Knowledge Foundation. Studies on Core Knowledge and its effect on standardized test scores and long-term well-being are found here: <https://www.coreknowledge.org/wp-content/uploads/2016/12/How-Do-We-Know-This-Works1.pdfthis-Works1.pdf>

Original Sources: The classical approach is best practiced using original sources and robust Socratic seminars in the upper grades. We want our students to join the ongoing conversation taking place across time. To do this, students need to study the original sources of history and literature.

Examples of primary source documents include:

- Plato's Republic – Ancient Greece

¹ <http://www.newamericancursive.com>

- The Declaration of Independence – U.S. History
- Private letters between John and Abigail Adams – the workings of the American family
- Diary of Anne Frank – experiences of Jews in World War II

History and Geography

Core Knowledge focuses on cultural literacy. History will seek to prepare students for the responsibilities of citizenship in a free society by introducing students to the accumulated wisdom and experience of our intellectual and social traditions. Our culture's roots are predominantly Western. And so, while we study non-Western cultures as well, particular emphasis will be put on our own country. By the time students reach middle school, they will have studied virtually every major civilization, ancient and modern, Western and non-Western. Meanwhile, they will have engaged in the importance of geography within the historical context and an examination of American history, literature, philosophy, and politics.

World history will be taught chronologically and sequentially, telling the story of time. Through the history of our country, students will learn the basic facts that led to the creation of the American republic and our continuous efforts to maintain liberty and justice for all, along with the first principles of our constitutional order. Geography is taught across all history lessons as a guide to the resources that have provided for the survival, progress, and accomplishments of mankind. Civic education, teaching concerning the political order and the individual's rights and responsibilities begins in Kindergarten. Core Knowledge Foundation will be used for the curriculum. This is a comprehensive program in World and American history and geography, integrating topics in civics and the arts. Core Knowledge History and Geography help students build knowledge of the diverse civilizations, cultures, and concepts specified in the *Core Knowledge Sequence*.

The material is arranged in four rotating themes that will be studied in unit studies with projects, lapbooks and read-alouds: Chronological World History, American History, Geography, and Civics.

Mathematics

The world displays order, patterns, and relationships. To provide a foundation in numeric literacy, FLCACS has chosen Singapore Math. Singapore has consistently set itself apart in math education for many years. The tiny island city-state leads the entire world in math achievement. Singapore Math has been adapted to the needs of American schoolchildren and made readily available to our populace. It is detailed in instruction, questions, problem solving, and visual and hands-on aids such as blocks, cards, and bar charts and ensures mastery.

Singapore Math will help students meet and surpass NYS standards for math education. The success of this program will exceed The New York State Next Generation Mathematics Learning standards in less time and with more student curiosity and engagement. It will exceed what is being accomplished by Common Core math in the surrounding districts. Common Core appears to have made a feeble attempt to replicate the success of Singapore, but failed to accomplish the results. FLCACS will go to the source and use the tried and found-to-be-worthy curriculum of Singapore.² This program is challenging and effective for learners from a variety of backgrounds.³

Singapore Math will be the primary curriculum used at FLCACS. The standard sequence for Singapore Math Dimensions is listed below. This is the ideal pace, but it will be adjusted for each student based on placement tests given before instruction begins. A daily math block will be scheduled for the purpose of content mastery grouping students in K-4 (eventually through middle school) grades, to address the needs of both mathematically-competent students as well as struggling learners.

Students will be grouped according to ability since math education is ineffective if the foundation has not been properly laid. Our students will be drawn from many backgrounds (private, public, and home schools). It is unlikely that many will be familiar with this exact curriculum. Each child will begin where they need to regardless of actual grade placement. This curriculum has been shown to be very effective in raising standardized test scores across the board and the students should show improvements on those tests. There are many more activities and resources provided in the teacher's manual than could ever be used in a single lesson, so the extra activities can be used by assistants or parent volunteers to

² <https://factsmaps.com/pisa-2018-worldwide-ranking-average-score-of-mathematics-science-reading/>

³ <https://nces.ed.gov/timss/results19/index.asp#/math/intlcompare>

help students who are struggling. These activities are intentionally multi-sensory so that students from various learning styles can all find a path to success.

Singapore Math will satisfy state standards, for example: Singapore Dimensions Math- Grade 3 Contents: Numbers to 10,000, Addition and Subtraction, Multiplication and Division, Multiplication, Division, Graphs, and Tables, aligning with NYSED standards 3.OA.1-7.

The daily process steps: (<https://kateshomeschoolmath.com/dimensions-math-review/>)

1. **Think:** During this phase of the lesson, students work through a real-life problem with hands-on materials. This problem introduces the type of thinking that the students will do throughout the lesson.
2. **Learn:** In this stage, the teacher explains the new concept, either with manipulatives or by referring to pictures in the book.
3. **Do:** Next, the students complete exercises from the textbook to practice the new concept. They will usually need active guidance during this part of the lesson.
4. **Activities:** The Teacher's Guide provides several optional activities the teacher can use to further reinforce the lesson.
5. **Workbook:** Finally, the students practice the new concept independently in the workbook.

Science

Science at FLCACS will be based on Core Knowledge and the importance of building a sequential, coherent, and cumulative knowledge base. Our teachers will emphasize developing the literacy and vocabulary to successfully navigate increasingly complex scientific texts.

Science will be taught in unit studies. One to three topics will be covered each month. Hands-on projects, stories, lapbooks, etc. will be used to enhance learning of each topic. The curriculum provides students with factual knowledge of the sciences. Additionally, this program has been informed by many positive aspects of the Next Generation Science Standards (NGSS). Next Generation Science identifies three dimensions to convey their core ideas. Crosscutting concepts unify the study of science through their common application across science and engineering.

CK Science exposes students at an early age to the vocabulary and factual knowledge needed for conceptual understanding later. CKLA lays a foundation of knowledge and literacy about a topic so that students are later able to use and grasp scientific practices and crosscutting concepts. It covers many of the same topics as CK Science such as light, sound, habitats, and astronomy, specifically for the purpose of building background knowledge and literacy with informational texts. CK Science purposely builds background knowledge and literacy with informational texts in the core ideas of the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science.

Students benefit from both reading about concepts and ideas, and from hands-on experiences, supporting a student's learning progression toward an ever more complex understanding of science and allowing students to build and deepen their knowledge grade by grade and making cross-curricular connections across subjects. "Crosscutting Concepts help students explore connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design."⁴

Spanish/Latin

The Finger Lakes region is home to many Spanish-speaking people who migrated to the area (many from Guatemala) to work on local farms. While many of these students reside outside the Auburn District, they are quite close by in the neighboring Southern Cayuga District. FLCACS will strive to offer an excellent education to this population, which has been underserved by local public schools.

Aequora is a program from the Paideia Institute in NYC that blends Latin, Spanish, and English together into an instructional program that helps students from Spanish-speaking backgrounds learn English and Latin, and helps English-speaking children learn Spanish and Latin. First devised and implemented in the early 1980s, the Paideia Program is grounded in a desire to provide the same rigorous quality of education to all students regardless of background or perceived ability. As noted in this

⁴ <https://www.nextgenscience.org/>

2021 scholarly essay, numerous reviews demonstrate Paideia's potential to improve educational outcomes and thus help to equalize educational opportunity across demographic lines.

<https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1650&context=jerap>

The languages are deeply connected, as Latin is the parent language of Spanish and approximately half of our English vocabulary is derived from it. Students will come together, beginning in the third grade, to help one another build a bridge between languages and cultures. An additional benefit is the finding that the student of ancient texts, particularly those of Greek mythology can have a positive social and emotional impact on children, particularly those from a traumatic background. In *The Theater of War*, Brian Doerries shows a strong correlation between the use of the performances of Ancient Greek tragedies and the improvement of PTSD in soldiers. While this particular study did not directly address children and mythology, it parallels the thinking. The population we seek to serve comes from a combination of disadvantages that would raise the likelihood for trauma, such as poverty, isolation and transplantation into a foreign culture.

Spanish and Latin are also worthy pursuits in their own right. Roughly two-thirds of the English language derives from Latin. Spanish is very useful for communicating with the ever-growing Spanish speaking population in the United States. Many jobs look for proficiency in a second language and Spanish is one of the most useful. Latin builds solid logic, thinking, and reasoning skills, as well as expanding and clarifying English vocabulary and supporting English grammar. Latin is still used today in the practice of law, medicine, and the sciences. It is also the key to unlocking the Romance languages (Spanish, Italian, Portuguese, and French are the best-known of the list). Translating Latin demands careful and logical thought. The memory, discipline, and focus required by the study of Latin provide the sort of mental conditioning that makes students more capable in every other course of study they undertake. Students who study Latin consistently score higher on the SAT and outperform their peers in other fields of study.

One of the innovative qualities of FLCACS is the study of Latin, which will begin informally in the elementary grades. Students will learn Latin roots, which improves reading comprehension and vocabulary. As stated above, students will study history mainly through primary source documents to promote analytical skills and essential insight into their culture and heritage.

Another unique aspect is the instruction in character education and the classical virtues. These will be integrated throughout the curriculum and in all grade levels. High academic achievement, personal discipline, ethics, and personal responsibility will consistently be reinforced through the study of subjects in the classical tradition. Classical education upholds a standard of excellence and has proven itself over the course of time. We believe high standards and a research-based curriculum will provide students with a rigorous and well-rounded education that will challenge them to excel not only in learning but in character development. Students will graduate as highly literate and responsible citizens who are well prepared to uphold America's founding principles.

Fine Arts

Studying music and the visual arts will instill a love of beauty and equip students with important core knowledge about their culture. In keeping with classical education, FLCACS will teach music and art largely through the study of works and techniques of the great masters, such as Bach, Mozart, Beethoven, and Raphael, Michelangelo, and Monet. Beginning in Kindergarten, students will take up a study of the fine arts, following a defined curriculum that spans not only performance, but also the history and theory of art and music. Students will develop a discriminating ear and eye as they analyze masterworks from every era. This experience will be made richer by cross-curricular connections. Many of the topics covered in music and art connect to what students will be reading in literature or history.

In music, students will be exposed to a wide array of music from jazz to orchestral music as well as vocal music that includes songs from the Baroque, Classical, and Romantic periods. They will learn about composers and their music, the elements of music, and vocal ranges. Music students will participate in activities on musical instruments, singing, learning to read music, learning about the orchestra, etc.

Art instruction will occur once each week. It will have two major themes: the creation of art by the students including a variety of elements such as drawing, sculpture, portraits, still life, landscapes, photography, architecture, expression, and abstraction; and the study of great artists of the past, Greek and Roman Art, Medieval Art, the Renaissance, Impressionism, Post Impressionism, Asian Art, African Art, and American.

Physical Education

PE will have a three-tiered focus: safety, skills, and participation. Students will be introduced to skills in a developmentally progressive manner, using tools such as ball handling, hops, jump ropes, scarves, and scooters. Students will learn basic physical movements such as a squat, push up, and lunge. Students will also have the opportunity to engage in cultural dancing and movement connected to areas of learning in the classroom. PE will be taught outdoors as much as possible, weather permitting. Depending on the school location, the use of community resources may be possible-trails, fitness facilities, etc.

1- Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population, including proper citations.

Research-Based Evidence of Effectiveness

Classical education has been proven effective in multiple studies and several schools have been able to successfully implement this format in NYS. The Bronx Classical Charter Schools are a 4-time National Blue Ribbon award winner and ranked the #1 highest performing charter network in NY on the 2022-23 state tests.

The Core Knowledge Language Arts™ (CKLA) program was piloted in 10 public schools in New York City and an additional 7 schools throughout the country, including rural and suburban schools. These diverse schools comprised 172 classrooms, 200 teachers and 4,466 students. Across these schools, the percentage of students receiving free and reduced lunch ranged from 30 to 99%, and the percentage of students for whom English is a second language ranged from 15 to 60%.

Pilot teachers participated in extensive professional development prior to implementing the program. This training ensured that teachers had a clear understanding of the synthetic phonics at the heart of CKLA's Skills strand. The training also provided teachers with techniques for building students' background knowledge and vocabulary during read-alouds, which are at the heart of the CKLA Listening & Learning strand.

Results from the three-year pilot of CKLA in Kindergarten through second grade in 10 New York City public schools show that students in the schools using CKLA outperformed their peers in 10 comparison schools on measures of reading, science, and social studies.

Addressing the impact of Core Knowledge on 3rd grade reading, writing, English, and math achievement, Dave Grissmer and Thomas White, research professors at the Center for Advanced Study of Teaching and Learning (CASTL) at the University of Virginia, have been conducting IES-funded, longitudinal research regarding the impact of Core Knowledge in Colorado charter schools. Read more about this six-year investigation into student achievement from the researchers themselves:

The Core Knowledge Sequence is the result of a lengthy and rigorous process of research and consensus-building undertaken by the Core Knowledge Foundation, an independent, nonpartisan, nonprofit organization dedicated to excellence and fairness in early education. To achieve a consensus on the topics to be included in the Core Knowledge Sequence, in 1986, the Foundation first analyzed the many reports issued by state departments of education and by professional organizations, such as the National Council of Teachers of Mathematics and the American Association for the Advancement of Science, which recommend general outcomes for elementary and secondary education. We also examined the knowledge and skills specified in the successful educational systems of several other countries, including France, Japan, Sweden, and Germany. In addition, we formed an advisory board on multiculturalism that proposed the inclusion of diverse cultural traditions that American children should all share as part of their school-based common culture. We sent the resulting materials to three independent groups of teachers, scholars, and scientists around the country, asking them to create a master list of the core knowledge children should have learned by the end of Grade 6. About 150 teachers, including college professors, scientists, and administrators, were involved in this initial step. These items were combined into a draft Sequence, and additional groups of teachers and specialists

were asked to agree on a grade-by-grade sequence of the items. That draft sequence was then sent to some one hundred educators and specialists who participated in a national conference that was called to hammer out a working agreement on core knowledge for the first six grades; Kindergarten, grades 7 and 8, and preschool were subsequently added to the Sequence. This important meeting took place in March 1990. The conferees were elementary school teachers, curriculum specialists, scientists, science writers, officers of national organizations, representatives of ethnic groups, district superintendents, and school principals from across the country. A total of twenty-four working groups decided on revisions to the draft Sequence. The resulting provisional Core Knowledge Sequence was fine-tuned during a year of implementation at a pioneering school, Three Oaks Elementary in Lee County, Florida. Also, the Visual Arts and Music sections of the Sequence were further developed based on the research of the Core Knowledge Foundation, with the assistance of advisors and teachers.⁵

FLCACS has also been influenced by the highly successful Barney Charter School Initiative when making initial curriculum choices. The BCSI model has proven to be successful for students from a wide variety of locations, urban (i.e. Atlanta, GA) and rural (i.e. Fruitland, ID), across the United States. The BCSI model takes into account both the tried and true methods of the past (classical education has existed for approximately 2500 years) and the current science of the brain as we understand it today.⁶

Hillsdale College (the organization behind the Barney Charter School Initiative) was an early leader in rigorous, classical, and inclusive education, opening without discrimination due to sex, race, or creed in 1844. Today, Hillsdale College, through the Barney Charter School Initiative, is offering a well-rounded education to elementary students who otherwise may not be able to afford private education, but deserve a solid one nonetheless. “At the primary level, instruction will focus on the explicit teaching of the basic principles and rules of reading, writing, grammar, speaking, and math. A mastery of these principles and rules provides a strong foundation for all subsequent thought, without which the child will struggle in every subject in future years.”⁷

2- Discussion of how the school’s curriculum is aligned to New York State standards.

Alignment to NYS Standards

The literature component of FLCACS curriculum will stem from Core Knowledge Language Arts which is 100% aligned to both the knowledge-building spirit of NYS standards and to each of the individual NYS standards. At the individual standard level, the alignment is explicit: it is present at the domain level and unit level, as well as the lesson level. This explicit alignment is detailed in the teacher materials for the given domain or unit. Alignment to specific state standards is given, line by line, in the curriculum map found at the end of this section.

Core Knowledge Language Arts Pilot Study: In 2012, the CKLA Foundation successfully responded to the New York State Education Department’s request for proposals for innovative curricula aligned with the Common Core English language arts and literacy standards in preschool – second grade. The Foundation was eager to apply, and thrilled to win, in light of New York’s commitment to making the materials available for free download at www.engageny.org. This commitment aligned perfectly with the Foundation’s longstanding efforts to make its materials readily available to all children, teachers, and parents.

3- An explanation of how the curriculum aligns with the school’s educational philosophy and furthers its specific mission, key design elements, and unique themes.

Alignment with Educational Philosophy

⁵ <https://www.coreknowledge.org>

⁶ <http://players.thelegendstour.com/SLIDES/BarneySchoolInitiative.pdf>

⁷ <https://www.ascentcolorado.org>

The underlying academic philosophy is that effective ELA instruction revolves around meeting the needs of the students in ways that heed two essential findings from cognitive science: decoding (and encoding) must become automatic and fluent, and broad background knowledge and vocabulary are essential to comprehension in all content areas.

The curriculum of FLCACS was chosen to reflect the school's mission, including forming an educational environment that will give all students a solid foundation in core subjects, factual information and the ability to process it, critical thinking skills, and a love for learning. It is the belief of the Board of FLCACS that an aspect of long-term justice in a community begins with equal access to a quality elementary education.

FLCACS will use as its foundation the virtues of prudence, justice, fortitude, and temperance. We believe that nurturing and practicing virtuous behavior is a crucial aspect of individual growth and a quality school. A culture of character is closely tied to academic performance and the success of the learning environment. Teaching and coaching in the classical virtues will be integrated throughout the curriculum and in all grades, specifically through student exposure to stories of self-mastery found in classical literature and history. FLCACS will train students in good personal and study habits, such as time management, organization, note-taking, and research. High academic achievement, personal discipline, ethics, and responsibility will consistently be reinforced. Teachers and staff will be expected to model these core virtues in all behaviors inside and outside the classroom.

The underlying philosophy is that effective ELA instruction revolves around meeting the needs of the students in ways that heed two essential findings from cognitive science: decoding (and encoding) must become automatic and fluent, and broad background knowledge and vocabulary are essential to comprehension.

4- 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 sequence documents, pacing guides, etc.), and specifically address who will be responsible for creating or selecting these resources.

Curriculum Implementation: Content is taught to the whole class, but practice differentiated - scoop low and launch high - more practice opportunities in only difference. Centered on the belief that content knowledge is a key component in successful literacy instruction, The Core Knowledge approach emphasizes three main areas:

- The curriculum is specific and sequenced, providing more than general goals and objectives. The Core Knowledge curriculum specifies, in a clear grade-by-grade sequence, what students need to know.
- The curriculum is designed to offer excellence and equity to all students. "Only by specifying the knowledge and skills that all children should share can we guarantee equal access to that knowledge. Educational excellence and equity require that every child in a democracy have access to important shared knowledge and language."⁸
- Success means starting early. An early and strong foundation is key to providing the groundwork for language development and, therefore, future success.⁹

The following pages provide an outline of the K-6 curriculum, with specific examples for each of the major subjects. A significant amount is also drawn from the Core Knowledge Sequence. The Core Knowledge focuses on specific content and building background knowledge, which is especially beneficial for students with learning challenges and ELLs. The Core Knowledge Sequence provides teachers a specific outline of the skills and content to be learned grade by grade, thereby eliminating the possibility of gaps or repetition and also exposing children to shared knowledge needed to be included in a shared literate culture. This does not in any way imply that the Barney Charter School Initiative and the Core Knowledge Foundation endorse this work. The BCSI Scope and Sequence, as well as FLCACS, differs most significantly from the Core Knowledge Sequence in Literacy, Grammar, and Math. Literacy is based

⁸<https://www.coreknowledge.org/>

⁹ <https://fcrr.org/resources/research-comprehension-and-content-rich-literacy-instruction-sonia-cabell>

on the Access Literacy's Writing and Spelling Road to Reading and Thinking. In Grammar and Math, the BCSI Scope and sequence is based, respectively, on the Well-Ordered Language series and curriculum from Singapore Math. For the sake of time and space, only the highlights are included in this document.

Teachers will be provided a curriculum map, broken down by month, and will be expected to meet in teams and individually with the School Leader to match those goals. As the school grows and there are more teachers per grade, the teachers of each grade level will be expected to meet and coordinate plans before each quarter, so that their class schedules are in line with one another.

Starting in the 7th grade, the content areas will be departmentalized, and students will work with separate teachers for each subject area instead of working with the same classroom teacher throughout the day.

5- 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.

Curriculum Development/Oversight

While the Core Knowledge and BCSI model will be helpful with our foundation, it does not mean that FLCACS will not deviate from it should a particular piece of curriculum fail to be satisfactory. Parent and teacher satisfaction and student success will be weighed into the decision to keep or discard a given piece of curriculum.

Board member Martha Rescigno graduated from Hillsdale College with a BA in History, a Spanish minor, and a K-5 teaching certificate. While a student at Hillsdale, she worked as a research assistant in the History Department. She studied E.D. Hirsch (founder of the Core Knowledge Foundation), explicit phonics instruction, problems in education, educational philosophy, and educational psychology. She will be an integral part of the curriculum team. The school's teachers and staff will meet regularly to discuss the efficacy of the curriculum as experienced in the classroom.

If there are concerns about any component of the curriculum, the school leader will reach out to other similar schools. The board of FLCACS has already established relationships with other BCSI schools so that those schools may be used as mentoring resources. Changes to a program would be a serious undertaking and the advice of other classical schools would be weighed in before such changes would be made. Only after consulting with other successful users of a particular curriculum for advice and attempting to follow their lead would changes be made. Changes would only be made between school years, not during. In skill-based subject areas (especially Literacy and Math), this guidance may need to be tailored for specific students.

As a new school, and recognizing that our students may have lost significant skill development during the Covid-19 pandemic, we are aware we will likely have some students working a year or more behind the Scope and Sequence in Math.

Alignment with state standards will be the responsibility of the School Leader and the Special Education / Academic Success Coordinator (SEAC). Assessment criteria, evaluation methodologies, and maintaining New York State standards are addressed in Request 08ad "Specific Populations" and Request 09ad "Instructional Leadership".

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 including as it relates to ascertaining the impact of student learning loss;***
- ***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; and***
- ***Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the information.***

At the end of each year of operation, audits will be performed to evaluate the overall success of FLCACS. Ongoing student assessment is important to reach the goal of graduating confident, capable students with both the intellectual training to prepare students for college and their future careers and the cultivation of moral purpose, and to give them a solid foundation in moral character and virtue that will enable them to flourish and live happy lives.

Academic progress is monitored for all students with regular (three minimum) assessments throughout the school year, in addition to the New York State Testing Program assessments in Math, English, and Science in grades 3 and 5. If a student is identified as needing Tier 2 or 3 interventions, they can receive tailored instruction from the Special Education teacher or teacher assistant provided to them. Tier 2 students will have progress monitoring once every two weeks. Tier 3 students' progress monitoring will be weekly. Progress monitoring provides routine data that display student growth over time to determine if the student is progressing as expected in the curriculum.¹⁰ At any point throughout the school year, a Support Team, consisting of the classroom teacher, Special Education/ Assessment Coordinator (SEAC), and any related service providers, can convene to discuss, identify, and plan for stronger support services and to tailor the student's overall educational program as needed.

Academic Assessment Purpose: FLCACS will define clear and attainable goals to ensure the school remains focused on its mission.

Growth: Students grow academically in reading, writing, and math at a rate that ensures they are at or above grade level by 3rd grade, and stay at or above grade level through 10th grade.

Proficiency: Students meet or exceed state and district standards for mastery in reading, writing, and math. Student Growth Gaps will narrow at a rate meeting or exceeding state and district standards.

Academic Assessment Design: The process of academic audit involves stages of self-reflection, collaboration, teamwork, and peer feedback. Due to our focus on basic skills and any necessary interventions, we anticipate steady growth in standardized test measures. These predictions are based in part on the success of the BCSI schools, which we have used as a model.

Year-end standardized testing: FLCACS will be accountable for student progress in the academic areas of the New York State assessments, the Terra Nova will be used as long as it is available (which was an issue during the pandemic).

Regular testing: During the year, we plan to use Aimsweb, STAR assessments for reading and math and Acadience DIBELS.

Academic Assessment Format: The chosen assessment format will be specific, measurable, attainable, and relevant to the FLCACS mission.

Academic Assessment Rationale: The purpose of assessment is to gather relevant information about student performance and their progress/gaps and make judgments about their learning process, determining future needs and modifications.

State Testing: New York State mandated testing: Alignment with state standards will be the responsibility of the School Leader and the Special Education / Academic Success Coordinator (SEAC). FLCACS will comply with all NYS mandated testing, including ELA in 3rd-8th, Math 3rd-8th, and Science 4th and 8th.

Diagnostic: Due to the fact that we begin in kindergarten, it is critical to obtain reliable testing data before the grade progression and to ensure that students are readily progressing in reading, the most important early aspect to a child's development as a student. Literacy skills will be tested three times per school year (September, January and June) using Acadience (DIBELS), an assessment recommended and used by the Bronx Classical Charter School. These tests will be administered by SEAC or a Special Education teacher.

¹⁰ <https://www.rtinetwork.org/learn/research/progress-monitoring-within-a-rti-model>

Running Records: Classroom teachers will keep an ongoing account of their students' reading levels and abilities.

Evaluation: Aimsweb, by Pearson, will be used to evaluate student ability levels and spot learning disabilities. Assessment will also be provided via the Fast Bridge system, which can be used for not only identification and creating a comprehensive support plan, but for evaluation as well. The combination of regular assessment, Fast Bridge assessment, and continual review of the ongoing support programs will provide ample data for proper evaluation and mid-stream adjustments if needed.

Formative: Rubrics for writing and projects, class participation, math tests, etc. will be used more often than the tests given above. Teachers will use the provided curriculum tests and quizzes, as well as utilizing programs such as Prodigy to create formative assessments using technology-making review games like KAHOOT.

Access: Parents will be notified in writing when testing will occur and they will have timely written access to their child's results. Diagnostic testing will be documented into a software program/spreadsheet that saves and plots the student's scores as well as their progress. This information will then be summarized and given as a report to the School Leader and SEAC. FLCACS is accountable to its students, families, and community to which it will offer its transparency using end of year school testing results and parent surveys. Results will be communicated prior to the start of the school.

Remote Setting: In the case of remote teaching, where testing is limited, FLCACS plans on using a variation of Aimsweb, or another similar digital solution, to offer online evaluations. Packages like this offer test components, resources, and interactive options. This will allow us to continue serving the students and evaluate their process without doing what most schools during Covid, which was to cancel all tests.

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 school including any specific requirements for implementing this pedagogical approach (e.g., co-teaching or aides, technology, physical space, approaches to classroom management, etc.);***
- ***Research or existing models that support the use of these instructional methods, especially considering the school's target population and curricular choices outlined in Response 6(a) – Curriculum Selection Process;***
- ***Discussion of specific instructional methods the school would incorporate to address interrupted instruction due to COVID-19; and***
- ***An explanation of how the instructional methods align with the school's educational philosophy and further its specific mission, key design elements, and unique themes.***

FLCACS will use the successful methods established by BCSI schools¹¹, as indicated below:

- **Lecture/direct instruction/dictation:** teacher presents information; students listen. A storytelling style is used when possible. Direct instruction for the lesson, differentiated for practice. Scoop low, launch high, more practice opportunities for those that need it.
- **Modeling/demonstration:** teacher illustrates how something is done, using objects to communicate.
- **Read aloud:** teacher reads from text, preferably with sources that use a storytelling style. Asking questions stimulates critical thinking and is a powerful teaching method leaving the learner hungry to find answers.
- **Singing/chanting/rhymes:** students learn a song, a memorable saying, or chant that tells about information they are to know, while enjoying the learning experience.
- **Explicit and Systematic Phonics Instruction:** the direct teaching of letter-sound relationships through a specified sequence, the foundation for literacy is established and provides students the ability to decode the printed word. Students will be required to "sound out" words based upon the rules of phonics, not to guess at them, and spelling will be taught by applying phonetic rules.

¹¹ Credit to Ascent Classical, a successful BCSI school in Colorado, for this section

- **Literature Instruction:** reading of classic literature rich in language; fairy tales, fables, poetry, to include memorization of famous lines and poems. Children are particularly adept at memorization, and are able to learn songs, rhymes, and recite facts with relative ease. Because young children are so eager to memorize, we challenge them by providing substantial subject matter for them to memorize.
- **Numeracy Instruction:** learning and memorizing arithmetic facts, and also understanding the concepts behind numerical relations. For example, what is a fraction? What does it mean to multiply two threes (2×3)? What is place value? When students learn only the algorithm, they do not understand the mathematics behind the equation. No calculators. Premature use of calculators undermines numeracy or “number sense.” The human mind is the original calculator. When human beings forget this, they become no more than appendages to their machines.
- **Instruction in the Power of Memory:** FLCACS will place instructional value on learning beautiful words by heart, and will bring back the lost art of recitation. The memorization of great poems and lines from literature and speeches is the key to actually “owning” them – capturing the beauty of language in a student’s soul to draw on for the rest of his or her life.
- **Instruction in Moral Literacy:** the development of good character in our students by maintaining order and decorum in the classrooms, holding students accountable for their assignments and personal conduct, and explicitly teaching them the fundamentals of good character. The components of the discipline plan will be made clear elsewhere.
- **Introduction to instruction in the Socratic Method:** while most instruction will be direct, the idea of the Socratic Method will be introduced with increasing intensity as students advance through the elementary grades.

In addition, FLCACS will utilize the vast resources offered by the Core Knowledge Foundation. “The Core Knowledge Foundation is ready and able to assist states, districts, and individual schools who want to join the ranks of those who are successfully implementing Core Knowledge. The Core Knowledge website offers a wealth of information on how to get started, accessing support materials, professional learning opportunities, as well as many free online resources.”¹²

Should remote instruction need to return, laptops and internet access would be necessary for students. Instruction methods would turn to more video and online learning instead of the methods described above. Zoom could be used for live content. Because of internet limitations in some rural areas, students might need to use local public spaces such as libraries to get service.

d. Course or Subject Overview

Provide course descriptions for every subject and grade level the school will serve within the initial five years of operation, accounting for both core and non-core subject areas including all courses identified in Request 7 – Calendar and Schedules and specials (e.g., physical education, art, etc.). This should include, at a minimum:

- ***A general description of the specific content and skills that would be addressed in the course, if known;***
- ***The curricular programs (e.g., Core Knowledge, Singapore Math, FOSS, etc.) that would be used in each course;***
- ***Essential course-specific assessments (e.g., the state’s 3rd – 8th grade 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.***

Assuming a K-4 opening and adding one grade each year, FLCACS will have K-8 in the 5th year of operation. Below will address the K-8 curriculum.

English Language Arts:

<https://hillsdale.app.box.com/s/0czcybnai4vkot6gh48paagyzfswjts>

¹² <https://www.coreknowledge.org/>

- **Literacy:** Literacy will begin with the foundations of language, phonics, and will progress until students are fluid, confident readers. Access Literacy will be used for Literacy from approximately Kindergarten to 3rd grade, longer if a student would benefit. This particular program will be helpful to students delayed by the pandemic or with learning disabilities. It has been proven to benefit the brain since it was originally used to retrain soldiers to read after wartime brain injuries. This course will be based on ability as well, not automatic age or grade level. It will also be adjusted for a first-year school. For example, it is recommended that 3rd graders entering a classical school for the first time be supplemented with Access Literacy resources instead of entering at the traditional 3rd grade level. This will adjust as subsequent years pass.
- **Orthography:** After literacy skills are solidly established, around the 4th grade, Access Literacy will move from Literacy to Orthography. Root words will be used to teach spelling patterns.
- **Handwriting/Cursive:** During Kindergarten printed writing will be taught and during 1st grade cursive will be introduced. Cursive has recently been scientifically found to improve learning. It also allows students to read old family and historical documents.
- **Literature:** Literature will be used throughout all years at FLCACS. It will be read aloud, and as students are able, read by students. Literature has been chosen from the best of the world and time have to offer. Great literature provides for imagination, character development, connections to other times and cultures, and social development. As Brian Doerries and the Paideia Institute have both found, ancient literature, particularly mythology, can have social/emotional benefits. Literature will include poetry at all levels, starting with nursery rhymes in Kindergarten. There is an excellent theater company in the area, Merry-Go-Round Playhouse, that performs for local schools. A relationship will be established so that the children can see some of their favorite literature acted out and perhaps encourage participation.
- **Grammar:** "Grammar for comprehension, not grammar's sake." Grammar will be taught starting in the third grade and will continue through the 8th. Students will learn parts of speech, parts of a sentence, and identifying types of sentences through analyzing and writing or rewriting examples of the four types of sentences. This process will progress in difficulty and content per grade level advancing to sentence diagramming.

When assessing students with special needs, the teacher should review each student's Individualized Education Plan (IEP) and coordinate with the Special Education/ Academic Success Coordinator (SEAC) to provide the necessary accommodations for assessment tasks.

History and Geography: History will have two main themes: global and chronological history (starting in the first grade) and American studies (starting in Kindergarten).

- **Global/Chronological:** Students will be given an outline of geography and human history from around the world to add growing knowledge to as they age. This method is encouraged by classicists to give students a chronological "series of pegs" on which to hang further knowledge in the future.
- **American Studies:** Students will study American history from a young age so that they can eventually understand and evaluate their own history and make good decisions as future leaders. Geography will systematically move through time. Children will memorize states, cities, rivers, etc. Civics will also be blended into American History so that students will have training in citizenship.

FLCACS will also make use of the astounding amount of history available right in Auburn, NY. Figures such as Harriet Tubman, William Seward, Emily Howland, Theodore Case, and Louis Comfort Tiffany left their mark on the area and many wonderful field trips are readily available. The geography of the region is also significant and the Finger Lakes themselves will be featured.

When assessing students with special needs, the teacher should review each student's Individualized Education Plan (IEP) and coordinate with the Special Education/ Academic Success Coordinator (SEAC) to provide the necessary accommodations for assessment tasks.

Mathematics: All students K-8 will have a mathematics course. In K-7 they will use Singapore Math. In 8th grade the study of Algebra will begin with A First Course in Algebra by Weeks and Adkins. Math will

be studied according to ability, not age or grade. An accelerated student can also move ahead, allowing for growth instead of boredom. Due to the recent pandemic, an unprecedented number of students will likely need a chance to catch up on their math skills and this method will allow for that. Singapore math uses classroom games and activities to reinforce the curriculum alongside teacher-led instruction and workbook time. There are internal assessments within Singapore math that can be used to determine the placement of each student.

When assessing students with special needs, the teacher should review each student's Individualized Education Plan (IEP) and coordinate with the Special Education/ Academic Success Coordinator (SEAC) to provide the necessary accommodations for assessment tasks.

Science: Science will be taught at every grade level. Through the elementary grades, age-appropriate Earth Science, Biology, Chemistry, and Physics will be covered in preparation for in-depth study in high school. Science will be taught with the goal of awakening wonder and curiosity about the world. It will be taught using projects, experiments, lap books, and reading aloud. The biographies of scientists will be studied throughout so that students can be better informed about history and also inspired by the accomplishments of scientists from various backgrounds and walks of life.

When assessing students with special needs, the teacher should review each student's Individualized Education Plan (IEP) and coordinate with the Special Education/ Academic Success Coordinator (SEAC) to provide the necessary accommodations for assessment tasks.

Languages: Spanish/English/Latin: The program *Aequora* will be used weekly, starting in the 3rd grade. It will cover vocabulary, history, mythology, and language study while moving between Spanish, Latin, and English. It will help children coming from Spanish or English backgrounds to connect in a common study of Latin and each other's home languages. Central New York is home to a growing population of Spanish-speaking farm workers who often come with very little familiarity with English. This program will be an opportunity for the local and immigrant populations to deepen a sense of community with one another, over the common roots of language.

In the 6th grade an in-depth study of Latin will begin. Wheelock's Latin will be used. The study of Latin is rich in vocabulary and logical thinking. It is used today in science, medicine, and law. Students will learn the vocabulary, grammar, and orderliness of Latin.

When assessing students with special needs, the teacher should review each student's Individualized Education Plan (IEP) and coordinate with the Special Education/ Academic Success Coordinator (SEAC) to provide the necessary accommodations for assessment tasks.

Fine Arts: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/2017-implementation-guide_update_final.pdf

The Artistic Processes shared by all arts disciplines including Creating, Performing/ Producing/ Presenting, Responding, and Connecting. These processes further divide into eleven Anchor Standards, which continue to be commonly shared by all 5 arts disciplines.

Studying music and the visual arts will instill a love of beauty and equip students with important core knowledge about their culture. In keeping with classical education, FLCACS will teach music and art largely through the study of works and techniques of the great masters, such as Bach, Mozart, Beethoven, and Raphael, Michelangelo, and Monet.

In music, students will be exposed to a wide array of music from jazz to orchestral music as well as vocal music that includes songs from the Baroque, Classical, and Romantic periods. They will learn about composers and their music, the elements of music, and vocal ranges. Music students will participate in activities on musical instruments, singing, learning to read music, learning about the orchestra, etc.

Art instruction will occur once each week. It will have four artistic processes: the creation of art by the students including a variety of elements such as drawing, sculpture, portraits, still life, landscapes, photography, architecture, expression, and abstraction; responding to the great artists of the past, Greek and Roman Art, Medieval Art, the Renaissance, Impressionism, Post-impressionism, Asian Art, African Art, and American; connecting student artwork to both contemporary and classic artworks; Presenting student work in various formats in order to increase student confidence, public speaking and writing skills.

When assessing students with special needs, the teacher should review each student's Individualized Education Plan (IEP) and coordinate with the Special Education/ Academic Success Coordinator (SEAC) to provide the necessary accommodations for assessment tasks.

Physical Education: The physical education curriculum offers guidance for teaching physical activity knowledge and skills to students, as well as a framework to help instructors plan in-class physical activities that align with both New York State and national learning standards. FLCACS will help students achieve the New York State Physical Education mandates regarding time and days to receive the recommended 60 minutes of daily physical education.

PE will have a three-tiered focus: safety, skills, and participation. Students will be introduced to skills in a developmentally progressive manner, using tools such as ball handling, hoops, jump ropes, scarves, and scooters. Students will learn basic physical movements such as a squat, push up, sit up, and lunge. Students will also have the opportunity to engage in cultural dancing and movement connected to areas of learning in the classroom. PE will be taught outdoors as much as possible, weather permitting. Depending on school location, use of community resources may be possible--trails, fitness facilities, etc.

FLCACS Physical Education will be assessed using both formative and summative assessments including: demonstration of specific skills; knowledge-based testing; out-of-school assignments that support learning and practice; assessments of progress in motor skills.

When assessing students with special needs, the physical education teacher should review each student's Individualized Education Plan (IEP) and coordinate with the Special Education/Academic Success Coordinator (SEAC) to provide the necessary accommodations for assessment tasks.

KINDERGARTEN: What Your Kindergartner Needs to Know, E.D. Hirsch, Jr.

- Phonics & Literacy
- Resources:
- Writing and Spelling Road to Reading and Thinking, Level I, Teacher's Edition
- Box of Phonogram Cards
- Update/Enhancement Packet from Access Literacy
- Grammar/Writing Lessons from Access Literacy
- Kindergarten Scope & Sequence (Access Literacy)
- The ABC's and All Their Tricks
- Wall Charts
- Primary Phonics, sets 1, 1A, 2, 2A, 3-6, by Barbara Makar
- K-3 Orton-based literacy program Literacy Essentials: Journey From Spelling to Reading.
- Teacher training manual with a 4-day training.
- Set of 5 X 7 phonogram cards used for introducing the 72 most common spelling patterns of English.
- K-2 guides providing detailed daily and weekly guidance for planning and instruction which integrates spelling, writing, grammar and reading.
- Copy Masters is used with the teacher guides in K-2 to provide easy-to-copy resources for teachers and students. Copies of anything needed for the week is provided in a weekly Prepare section. Examples of resources include: teacher references, student handwriting practice sheets, progress monitoring and assessments, spelling word lists and reading homework supports.
- Large lined and reusable Wall Charts for each classroom. The K-1 box contains 20 charts. The box for 2+ contains 5 charts, one of which is cursive letter formation. The charts are used to display graphically organized literacy content for easy student reference throughout the day.
- The 3rd grade guide provides only daily and weekly lessons to teach spelling/vocabulary and continue instruction in orthography.
- My Orthography Notebook is the student component which graphically organizes the content taught and is used by the children as a reference to all that is learned in literacy and orthography. The notebook contains the child's personal record of all the words taught in spelling/vocabulary each

English Language Arts

Resources: <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>

- Listen, My Children, Core Knowledge Foundation
- The Children's Book of Virtues, William J. Bennett
- American Tall Tales, Mary Pope Osborne

I. Listening and Speaking (KR1, KR2, KR3)

- A. Classroom Discussion (KSL1a-c, KSL2, KSL3)
- B. Presentation of Ideas and Information (KSL4-6)
- C. Comprehension and Discussion of Read-Alouds—All Texts (KW6-7, KSL1-3)
- D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry (KW6-7, KSL1-3)
- E. Comprehension and Discussion of Read-Alouds— Nonfiction and Informational Text (KW6-7, KSL1-3)

II. Reading

- A. Print Awareness (KRF1a-e),
- B. Phonological and Phonemic Awareness (KRF2a-e)
- C. Phonics: Decoding and Encoding (KRF3a-d)
- D. Oral Reading and Fluency (KRF2 & KRF4, KW1-4)
- E. Reading Comprehension—All Texts (KSL1-KSL3)

III. Writing

- A. Handwriting and Spelling (KW1-4)
- B. Narration (KSL4)
- C. Simple journaling with single sentences paired with illustrations(KW1-3)

IV. Language Conventions (Anchor Standards L1 & L2)

- A. Handwriting and Spelling (Anchor Standard L2)
- B. Parts of Speech and Sentence Structure (Anchor Standard L1)
- C. Capitalization and Punctuation (Anchor Standard L2)

V. Poetry

- A. Mother Goose and Other Traditional Poems
- B. Other Poems, Old and New

VI. Fiction

- A. Stories
- B. Aesop's Fables
- C. American Folk Heroes and Tall Tales
- D. Literary Terms

VII. Sayings and Phrases

History and Geography

Resources:

- Core Knowledge Tell It Again! Read-Aloud Anthologies and Flipbooks
- A History of the United States and Its People, Edward Eggleston
- Kids' World Atlas: A Young Person's Guide to the Globe, Karen Foster

World History and Geography

V. Geography: Spatial Sense

II. An Overview of the Seven Continents

American History and Geography

V. Geography

II. Native American Peoples, Past and Present

III. Early Exploration and Settlement

- A. The Voyage of Columbus (Cristoforo Colombo) in 1492
- B. The Pilgrims

- C. July 4, "Independence Day"
- IV. Presidents, Past and Present
- V. Symbols and Figures

Mathematics:

Resources:

- Essential Math, Kindergarten A, Singapore Mathematics
- Essential Math, Kindergarten B, Singapore Mathematics

Same	Numbers to 5	Patterns	Capacity
Different	Numbers to 10	Length	Equal Sets
Sets	Number Order	Size	More
Count to 5	Shapes	Weight	Less

- A. Same/Different (NY PK.CC), (NY K.CC)
- B. Sets (NY K.CC)
- C. Count to 5 (NY K.CC)
- D. Numbers to 5 (NY K.CC)
- E. Numbers to 10 (NY K.CC)
- F. Number Order (NY K.CC)
- G. Shapes (NY K.G)
- H. Patterns (NY K.OA), (NY K.G)
- I. Length (NY K.MD)
- J. Size (NY K.MD)
- K. Weight (NY K.MD)
- L. Capacity (NY K.MD)
- M. Equal Sets (NY K.CC)
- N. More/Less (NY K.CC)
- O. Ordering (NY K.CC)
- P. Counting On/Counting Back (NY K.CC), (NY 1.OA)
- Q. Compare Numbers (NY K.CC)
- R. Addition/Subtraction (NY K.OA)
- S. Number Bonds (NY K.OA)
- T. Tens and one (NY K.NBT), (NY 1.NBT)
- U. Part (NY K.NBT)
- V. Even/Odd (NY 2.OA)

Science

Resources:

- Science Explorer series (Teachers Editions): Animals, Electricity and Magnetism, Environmental Science, From Bacteria to Plants, Human Biology and Health, Integrated Lab Manual, The Nature of Science and Technology, Weather and Climate

I. Pushes and Pulls

- A. Pushes and Pulls are Forces
- B. Pushes and Pulls can Change an Object's Motion
- C. Magnetism is a Force

II. Needs of Plants and Animals

- A. Plants and Animals
- B. Plants, Their Needs, and Their Environments
- C. Animals, Their Needs, and Their Environments
- D. Humans, Their Needs, and Their Environments

III. Changing Environments

- A. Ecosystems

- B. Plants in Ecosystems
 - C. Animals in Ecosystems
 - D. Human Changes in Ecosystems
 - E. People Design Solutions to Reduce Human Impact
- IV. Weather Patterns
 - A. Sunlight
 - B. Patterns in Weather Conditions
 - C. Severe Weather
- V. The Human Body: Our Five Senses
 - A. Vision and Hearing
 - B. Smell, Taste, and Touch
 - C. Taking Care of Your Body
- VI. Science Biographies

Visual Arts

Resources:

- Art Resources, (Kindergarten), Core Knowledge Foundation
- Text Resources for Kindergarten, Core Knowledge Foundation
- Children's Book of Art, DK Eyewitness
- Getting to Know the World's Greatest Artists, series by Mike Venezia

Artistic Processes: Creating, Connecting, Responding, Presenting

- I. Elements of Art
 - A. Color
 - B. Line
 - C. Artworks
- II. Sculpture
- III. Architecture

Music

Resources:

- Core Knowledge Music Collection, Preschool and Kindergarten, Core Knowledge Foundation
- Text Resources, Kindergarten, Core Knowledge Foundation

- III. Elements of Music
- II. Listening and Understanding
- III. Songs

FIRST GRADE: What Your First Grader Needs to Know, E.D. Hirsch

Phonics & Literacy

Resources:

- Writing and Spelling Road to Reading and Thinking, Level I, Teacher's Edition
- Grammar/Writing Lessons from Access Literacy
- Box of Phonogram Cards
- Update/Enhancement Packet from Access Literacy
- Wall Charts
- The ABC's and All Their Tricks
- Primary Phonics, by Barbara Makar
- My English Orthography Notebook, Access Literacy

English Language Arts

Resources:

- Text Resources, Grade 1, Core Knowledge Foundation
- Listen, My Children, First Grade, Core Knowledge Foundation
- The Children's Book of Virtues, William J. Bennett

I. Listening and Speaking

- A. Classroom Discussion (1SL1, 1SL1a-d, 1SL2, 1SL13)
- B. Presentation of Ideas and Information (1SL4, 1SL5, 1SL6, 1W6, 1W7)
- C. Comprehension and Discussion of Read-Alouds—All Texts (1SL1, 1SL1a-d, 1SL2, 1SL13, 1R1, 1R2, 1R3)
- D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry (1SL1, 1SL1a-d, 1SL2, 1SL13, 1R1, 1R2, 1R3)
- E. Comprehension and Discussion of Read-Alouds— Nonfiction and Informational Text (1SL1, 1SL1a-d, 1SL2, 1SL13, 1R1, 1R2, 1R3)

II. Reading

- A. Print Awareness (1RF1, 1RF1a)
- B. Phonological and Phonemic Awareness (1RF2, 1RF2a-c)
- C. Phonics: Decoding and Encoding (1RF3, 1RF3a-g)
- D. Oral Reading and Fluency (1RF4, 1RF4a-b)
- E. Reading Comprehension—All Texts (1L4, 1L5)
- F. Reading Comprehension—Fiction, Drama, and Poetry (1L4, 1L5)
- G. Reading Comprehension—Nonfiction and Informational Text (1L4, 1L5)

III. Writing

- A. Narrative Writing B. (1W3)
- B. Informative/Explanatory Writing C. (1W2)
- C. Persuasive Writing (Opinion) (1W1)

IV. Language Conventions (Anchor Standards L1 & L2)

- A. Handwriting and Spelling (ANCHOR STANDARD L2)
- B. Parts of Speech and Sentence Structure (ANCHOR STANDARD L1)
- C. Capitalization and Punctuation (ANCHOR STANDARD L1)

V. Poetry

VI. Fiction

- A. Stories
- B. Aesop's Fables
- C. Different Lands, Similar Stories
- D. Literary Terms
- E. Sayings and Phrases

History and Geography

Resources:

- Core Knowledge Tell It Again! Read-Aloud Anthologies and Flipbooks
- A History of the United States and Its People, Edward Eggleston
- A History of US, Book 1: The First Americans, Joy Hakim

World History and Geography

I. Geography

- A. Spatial Sense
- B. Geographical terms and features

II. Early World Civilizations

- A. Mesopotamia: the "cradle of civilization"
- B. Ancient Egypt

- C. History of World Religions
- III. Modern Civilization and Culture: Mexico
 - A. Geography
 - B. Culture

American History and Geography

- I. Early People and Civilizations
 - A. The Earliest People: Hunters and Nomads
 - B. Early American Civilizations
- II. Early Exploration and Settlement
 - A. Columbus
 - B. The Conquistadors
 - C. English Settlers
- III. From Colonies to Independence: The American Revolution
- IV. Early Exploration of the American West
- V. Symbols and Figures

Mathematics

Resources:

- Primary Mathematics Textbooks 1A & 1B, US Edition, Singapore Mathematics
 - Primary Mathematics Workbooks 1A & 1B, US Edition, Singapore Mathematics
 - Primary Math HOME Instructor Guides 1A & 1B, US Edition, Singapore Mathematics
- a. Numbers 0 to 10: counting (NY 1.OA)
 - b. Number bonds: making number stories (NY 1.OA)
 - c. Addition: addition stories; addition with number bonds (NY 1.OA)
 - d. Subtraction: making subtraction stories; methods of subtraction (NY 1.OA)
 - e. Ordinal Numbers: naming position
 - f. Numbers to 20: counting and comparing; addition and subtraction (NY 1.OA)
 - g. Shapes: common shapes
 - h. Length: comparing length; measuring length (NY 1.MD)
 - i. Weight: comparing weight; measuring weight (NY 1.MD)
 - j. Comparing numbers: comparing numbers; comparison by subtraction
 - k. Graphs: picture graphs (NY 1.MD)
 - l. Numbers to 40: counting; tens and ones; addition and subtraction; adding three numbers
 - m. Multiplication: adding equal groups; making multiplication stories; multiplication within 40
 - n. Division: sharing and grouping
 - o. Halves and quarter: making halves and quarters (NY 1.G)
 - p. Time: telling time (NY 1.MD)
 - q. Numbers to 100: tens and ones; order of numbers; addition within 100; subtraction within 100 (NY 1.NBT)
 - r. Money: bills and coins; shopping (NY 1.MD)

Science

Resources:

- Science Explorer series (Teachers Editions): Animals, Astronomy, Chemical Building Blocks, Earth's Changing Surface, Earth's Waters, Electricity and Magnetism, Environmental Science, Human Biology and Health, Inside Earth, Integrated Lab Manual, The Nature of Science and Technology, Weather and Climate
- I. Sun, Moon, and Stars
 - A. The Sun and Its Predictable Patterns
 - B. Annual Patterns of Sunrise and Sunset

- C. The Moon and Its Predictable Patterns
 - D. Stars and Their Predictable Patterns
- II. Plant and Animal Survival
 - A. Structure and Function in Plants and Animals
 - B. Information Processing: Plant and Animal Stimulus and Response
 - C. Growth and Development
 - D. Parents and Offspring
- III. Exploring Light and Sound
 - A. Sound and Vibration
 - B. Light
 - C. Light and Materials
 - D. Solving Problems with Light or Sound
- IV. Simple Machines
 - A. Simple Machines
 - B. Compound Machines
- V. The Human Body: Human Body Systems
 - A. Skeletal and Muscular Systems
 - B. Respiratory and Circulatory Systems
 - C. Nervous System
 - D. Taking Care of your Body
- VI. Science Biographies

Visual Arts

Resources:

- Art Resources, Grade 1, Core Knowledge Foundation
- Children's Book of Art, DK Eyewitness
- Getting to Know the World's Greatest Artists, series by Mike Venezia

- I. Art from Long Ago
- II. Elements of Art
 - A. Color
 - B. Line
 - C. Shape
 - D. Texture
- III. Kinds of Pictures
 - A. Portrait
 - B. Still Life
 - C. Murals
- IV. Architecture

Music

Resources:

- Core Knowledge Music Collection, Grades 1 and 2, Core Knowledge Foundation
- Text Resources, Grade 1, Core Knowledge Foundation
- Getting to Know the World's Greatest Composers, series by Mike Venezia

- I. Elements of Music
- II. Listening and Understanding
 - A. Musical Terms and Concepts
 - B. Music Can Tell a Story
 - C. American Musical Traditions
- III. Songs

SECOND GRADE: What Your Second Grader Needs to Know, Core Knowledge Foundation

Phonics & Literacy

Resources:

- Writing and Spelling Road to Reading and Thinking, Level I Teacher's Edition
- Writing and Spelling Road to Reading and Thinking, Level II Teacher's Edition
- Box of Phonogram Cards
- Update/Enhancement Packet from Access Literacy
- Grammar/Writing Lessons from Access Literacy
- The ABC's and All Their Tricks
- My English Orthography Notebook, Access Literacy

English Language Arts

Resources:

- Listen, My Children, Second Grade, Core Knowledge Foundation
- Classic Myths to Read Aloud, William F. Russell
- D'Aulaire's Book of Greek Myths, Ingri d'Aulaire and Edgar Parin d'Aulaire
- Well-Ordered Language, Level 1A, Coupland and Peters

- 1) Listening and Speaking
 - a) Classroom Discussion (2SL1, 2SL1a-d, 2SL2, 2SL3)
 - b) Presentation of Ideas and Information (2W6, 2W7, 2SL4, 2SL5, 2SL6)
 - c) Comprehension and Discussion of Read-Alouds—All Texts (2SL1, 2SL1a-d, 2SL2, 2SL3)
 - d) Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry (2SL1, 2SL1a-d, 2SL2, 2SL3)
 - e) Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text (2SL1, 2SL1a-d, 2SL2, 2SL3)
- 2) Reading
 - a) Phonics: Decoding and Encoding (2RF3, 2RF3a-e)
 - b) Oral Reading and Fluency (2RF4, 2RF4a-b)
 - c) Reading Comprehension—All Texts (2L3, 2L4, 2L5, 2R1, 2R2, 2R3)
 - d) Reading Comprehension—Fiction, Drama, and Poetry (2L3, 2L4, 2L5)
 - e) Reading Comprehension—Nonfiction and Informational Text (2L3, 2L4, 2L5)
- 3) Writing
 - a) Narrative Writing (2W3)
 - b) Informative/Explanatory Writing (2W2)
 - c) Persuasive Writing (Opinion) (2W1)
- 4) Language Conventions
 - a) Spelling (Anchor Standards L2)
 - b) Parts of Speech and Sentence Structure (Anchor Standards L1)
 - c) Capitalization and Punctuation (Anchor Standards L1)
- 5) Poetry
- 6) Fiction
 - a) Stories
 - b) Mythology of Ancient Greece
 - c) American Folk Heroes and Tall Tales
 - d) Literary Terms
- 7) Sayings and Phrases

History and Geography

Resources:

- A History of the United States and Its People, Edward Eggleston
- Core Knowledge Tell It Again! Read-Aloud Anthologies and Flipbooks

World History and Geography

- I. Geography
 - A. Spatial Sense
 - B. Geographical Terms and Features
- II. Early Asian Civilizations
 - A. Geography of Asia
 - B. India
 - C. China
- III. Modern Japanese Civilization
 - A. Geography
 - B. Culture
- IV. The Ancient Greek Civilization

American History and Geography

- I. American Government: The Constitution
- II. The War of 1812
- III. Westward Expansion
 - A. Pioneers Head West
 - B. Native Americans
- IV. The Civil War
- V. Immigration and Citizenship
- VI. Fighting for a Cause
- VII. Geography of the Americas
 - A. North America
 - B. South America
- VIII. Symbols and Figures

Mathematics

Resources:

- Primary Mathematics Textbooks 2A & 2B, US Edition, Singapore Mathematics
 - Primary Mathematics Workbooks 2A & 2B, US Edition, Singapore Mathematics
 - Primary Math HOME Instructor Guides 2A & 2B, US Edition, Singapore Mathematics
-
- a. Numbers to 1000 (NY 2.OA)
 - b. Addition and Subtraction (NY 2.OA)
 - c. Length (NY 2.MD)
 - d. Weight (NY 2.MD)
 - e. Multiplication and Division (NY 3.OA)
 - f. Multiplication Tables of 2 and 3 (NY 3.OA)
 - g. Mental Methods Addition and Subtraction (NY 2.OA)
 - h. Multiplication and Addition (NY 3.OA)
 - i. Money (NY 2.MD)
 - j. Fractions (NY 3.NF)
 - k. Time (NY 2.MD)
 - l. Capacity (NY 3.MD)
 - m. Graphs: Picture graphs (NY 2.MD)
 - n. Geometry (NY 2.G)
 - o. Area: Square Units (NY 3.MD)

Science

Resources:

- Science Explorer series (Teachers Editions): Animals, Cells and Heredity, Earth's Waters, Electricity and Magnetism, From Bacteria to Plants, Human Biology and Health, Integrated Lab Manual, Motion, Forces and Energy

I. Properties of Matter

- A. Introduction to Matter
- B. Properties and Uses of Matter
- C. Heating and Cooling Matter
- D. Building with Matter

II. Organisms and Their Habitats

- A. Plant Needs
- B. Plant Diversity
- C. Animal Needs
- D. Animal Diversity
- E. Ecosystems: Plant and Animal Relationships

III. Exploring Land and Water

- A. Landforms
- B. Earth's Water
- C. Effects of Wind and Water on Land

IV. Electricity and Magnetism

- A. Electricity
- B. Magnets and Magnetism
- C. Designing and Engineering Useful Devices
- D. Safe Use of Electricity and Magnetism

V. The Human Body: Cells and Digestion

- A. Cells, Tissues, and Organs
- B. Digestive and Excretory Systems
- C. Taking Care of Your Body 52

VI. Science Biographies

Visual Arts

Resources:

- Art Resources, Grade 2, Core Knowledge Foundation
- Children's Book of Art, DK Eyewitness
- Getting to Know the World's Greatest Artists, series by Mike Venezia

I. Elements of Art

II. Sculpture

III. Landscape

IV. Abstraction

V. Architecture

Music

Resources:

- Core Knowledge Music Collection, Grades 1 and 2, Core Knowledge Foundation
- Text Resources, Grade 2, Core Knowledge Foundation
- Getting to Know the World's Greatest Composers, series by Mike Venezia

I. Elements of Music

II. Listening and Understanding

- A. The Orchestra
- B. Keyboard Instruments
- C. Composers and Their Music

III. Songs

THIRD GRADE: What Your Third Grader Needs to Know, Core Knowledge Foundation

Phonics & Literacy

Resources:

- Writing and Spelling Road to Reading and Thinking, Level I Teacher's Edition
- Writing and Spelling Road to Reading and Thinking, Level II Teacher's Edition
- Writing and Spelling Road to Reading and Thinking, Level III Teacher's Edition
- Box of Phonogram Cards
- The ABC's and All Their Tricks
- My English Orthography Notebook, Access Literacy
- "Older Student Adaptation: Instructions for 3-6th Grade Teachers," Access Literacy pamphlet

English Language Arts

Resources:

- Well-Ordered Language, Level 1A and 1B, Coupland and Peters
- Classic Myths to Read Aloud, William F. Russell
- D'Aulaire's Book of Greek Myths, Ingri d'Aulaire and Edgar Parin d'Aulaire

I. Listening and Speaking

- A. Classroom Discussion (3SL1, 3SL1a-e, 3SL2, 3SL3)
- B. Presentation of Ideas and Information (3SL4, 3SL5, 3SL6)

II. Reading

- A. Phonics: Decoding and Encoding (3RF3, 3RF3a-d)
- B. Oral Reading and Fluency (3RF4, 3RF4a-b)
- C. Reading Comprehension and Response—All Texts (3R9, 3RF4, 3SL2, 3SL3, 3R1, 3R2, 3R3)
- D. Reading Comprehension—Fiction, Drama, Poetry (3R9)
- E. Reading Comprehension—Nonfiction and Informational Text (3R9)

III. Writing

- A. Writing to Reflect Audience, Purpose, and Task
- B. Conducting Research (3W6, 3W7)
- C. Narrative Writing (3W3, 3W3a-d)
- D. Informative/Explanatory Writing (3W2, 3W2a-e)
- E. Persuasive Writing/Opinion (3W1, 3W1a-d)

IV. Language Conventions

- A. Command of Language (3L3, 3L3a-b)
- B. Spelling (Anchor Standards L2)
- C. Grammar (Anchor Standards L1)
- D. Capitalization and Punctuation (Anchor Standards L1)
- E. Vocabulary (3L4, 3L4a-d 3L5, 3L5a-c, 3L6)

V. Poetry

VI. Fiction

- A. Myths and Mythical Characters
- B. Literary Terms

VII. Sayings and Phrases

World History and Geography

Resources:

- World Rivers, Core Knowledge Foundation
- Ancient Rome, Core Knowledge Foundation
- The Vikings, Core Knowledge Foundation
- The Earliest Americans, Core Knowledge Foundation
- Exploration of North America, Core Knowledge Foundation

- A History of the United States and Its People, Edward Eggleston
- DK Eyewitness Books
- N.C. Wyeth's Pilgrims, Robert D. San Souci

- I. World Geography
 - A. Spatial Sense
 - B. Geographical Terms and Features
 - C. Canada
 - D. Important Rivers of the World
- II. The Ancient Roman Civilization
 - A. Geography of the Mediterranean Region
 - B. Background
 - C. The Empire
 - D. The "Decline and Fall" of Rome
 - E. The Eastern Roman Empire: Byzantine Civilization
- III. The Vikings

American History and Geography

- I. The Earliest Americans
 - A. Crossing from Asia to North America
 - B. Native Americans
- II. Early Exploration of North America
 - A. Early Spanish Exploration and Settlement
 - B. Exploration and Settlement of the American Southwest
 - C. The Search for the Northwest Passage
- III. The Thirteen Colonies: Life and Times Before the Revolution
 - A. Geography
 - B. Southern Colonies
 - C. New England Colonies
 - D. Middle Atlantic Colonies

Mathematics

Resources:

- Primary Mathematics Textbooks 3A & 3B, US Edition, Singapore Mathematics
 - Primary Mathematics Workbooks 3A & 3B, US Edition, Singapore Mathematics
 - Primary Math HOME Instructor Guides 3A & 3B, US Edition, Singapore Mathematics
- Numbers to 10,000 (NY 3.NBT)
 - Addition and Subtraction (NY 3.OA)
 - Multiplication and Division (NY 3.OA)
 - Multiplication tables of 6, 7, 8, and 9 (NY 3.OA)
 - Money (NY 3.MD)
 - Mental Calculation (NY 3.OA)
 - Length (NY 3.MD)
 - Weight (NY 3.MD)
 - Capacity (NY 3.MD)
 - Graphs: Bar Graphs (NY 3.MD)
 - Fractions (NY 3.NF)
 - Time (NY 3.MD)
 - Geometry (NY 3.G)
 - Area and perimeter (NY 3.MD)

Science

Resources:

- Science Explorer series (Teachers Editions): Astronomy, Earth's Waters, Environmental Science, Human Biology and Health, Integrated Lab Manual, Inside Earth, The Nature of Science and Technology, Sound and Light

I. Investigating Forces

- A. Forces and Motion
- B. The Force of Friction
- C. Predicting Motion
- D. The Force of Magnetism

II. Life Cycles, Traits, and Variations

- A. Organisms Have Life Cycles
- B. Organisms have Traits
- C. The Environment Affects Traits
- D. Advantages of Specific Traits

III. Habitats and Change

- A. Living Things and Their Environments
- B. Ecosystems and Environmental Change
- C. Evidence of How Organisms and Environments Have Changed Over Time

IV. Weather and Climate

- A. Earth's Atmosphere
- B. Wind: The Movement of Air
- C. Weather and Climate
- D. Reducing the Impact of Hazardous Weather

V. The Human Body: Human Senses and Movement

- A. The Muscular System
- B. The Skeletal System
- C. The Nervous System
- D. Vision: How the Eye Works
- E. Hearing: How the Ear Works

VI. Science Biographies

Visual Arts

Resources:

- Art Resources, Grade 3, Core Knowledge Foundation
- Text Resources, Grade 3, Core Knowledge Foundation
- Children's Book of Art, DK Eyewitness
- Getting to Know the World's Greatest Artists, series by Mike Venezia

I. Elements of Art

- A. Light in Artworks
- B. Space in Artworks
- C. Design: How the Elements of Art Work Together

II. Native American Art

III. Art of Ancient Rome and Byzantine Civilization

IV. Architecture

Music

Resources:

- Core Knowledge Music Collection, Grades 3-5, Core Knowledge Foundation
- Text Resources, Grade 3, Core Knowledge Foundation
- Getting to Know the World's Greatest Composers, series by Mike Venezia

I. Elements of Music

- II. Listening and Understanding
 - A. The Orchestra
 - B. Composers and Their Music
 - C. Musical Connections
- III. Songs

FOURTH GRADE: *What Your Fourth Grader Needs to Know, E.D.Hirsch*

Phonics & Literacy

Resources:

- Writing and Spelling Road to Reading and Thinking, Level I Teacher's Edition
- Writing and Spelling Road to Reading and Thinking, Level II Teacher's Edition
- Writing and Spelling Road to Reading and Thinking, Level III Teacher's Edition
- Writing and Spelling Road to Reading and Thinking, Level III Spelling List
- Box of Phonogram Cards
- The ABC's and All Their Tricks
- My English Orthography Notebook, Access Literacy
- "Older Student Adaptation: Instructions for 3-6th Grade Teachers," Access Literacy pamphlet

English Language Arts

Resources:

- Well-Ordered Language, teacher and student edition, Peters and Coupland
- Listen, My Children, 4th Grade, Core Knowledge Foundation
- Core Classics, Core Knowledge Foundation

- I. Listening and Speaking
 - A. Classroom Discussion (4SL1, 4SL1a-d, 4SL2,4SL3)
 - B. Presentation of Ideas and Information (4SL4,4SL5, 4SL6)
- II. Reading
 - A. Phonics: Decoding and Encoding (4RF3, 4RF3a)
 - B. Oral Reading and Fluency (4RF4, 4RF4a-b)
 - C. Reading Comprehension and Response—All Texts (4R9, 4RF4, 4SL2, 4SL3, 4R1, 4R2, 4R3)
 - D. Reading Comprehension—Fiction, Drama, Poetry (4R9, 4RF4, 4SL2, 4SL3, 4R1, 4R2, 4R3)
 - E. Reading Comprehension—Nonfiction and Informational Text (4R9, 4RF4, 4SL2, 4SL3, 4R1, 4R2, 4R3)
- III. Writing
 - A. Writing to Reflect Audience, Purpose, and Task
 - B. Writing to Analyze and Understand Text
 - C. Conducting Research (4W6, 4W7)
 - D. Narrative Writing (4W3, 4W3a-d)
 - E. Informative/Explanatory Writing (4W2, 4W2a-e)
 - F. Persuasive Writing/Opinion (4W1, 4W1a-d)
- IV. Language Conventions
 - A. Command of Language (4L3, 4L3a-b)
 - B. Spelling (Anchor Standards L2)
 - C. Grammar (Anchor Standards L1)
 - D. Capitalization and Punctuation (Anchor Standards L1)E. Vocabulary (4L4, 4L4a-d 4L5, 4L5a-c, 4L6)
- V. Poetry
 - A. Poems
 - B. Terms
- VI. Fiction
 - A. Stories
 - B. Myths and Mythical Characters

- C. Memoir
- D. Literary Terms
- VII. Speeches
- VIII. Sayings and Phrases

History and Geography

Resources:

- The Thirteen Colonies, Core Knowledge Foundation
- Using Maps and Exploring World Mountains, Core Knowledge Foundation
- Medieval Europe, Core Knowledge Foundation
- Early African Kingdoms and Islamic Empires, Core Knowledge Foundation
- The Dynasties of China, Core Knowledge Foundation
- The American Revolution, Core Knowledge Foundation
- The United States Constitution, Core Knowledge Foundation
- Early Presidents, Core Knowledge Foundation
- American Reformers, Core Knowledge Foundation
- A History of the United States and Its People, Edward Eggleston
- DK Eyewitness Books

World History and Geography

- I. World Geography
 - A. Spatial Sense
 - B. Mountains and Mountain Ranges
- II. Europe in the Middle Ages
 - A. Geography Related to the Development of Western Europe
 - B. Background
 - C. Developments in History of the Christian Church
 - D. Feudalism
 - E. The Norman Conquest
 - F. Growth of Towns
 - G. England in the Middle Ages
- III. The Spread of Islam and the “Holy Wars”
 - A. Islam
 - B. Development of Islamic Civilization
 - C. Wars Between Muslims and Christians
- IV. Early and Medieval African Kingdoms
 - A. Geography of Africa
 - B. Early African Kingdoms
 - C. Medieval Kingdoms of the Sudan
- V. China: Dynasties and Conquerors

Mathematics

Resources:

- Primary Mathematics Textbooks 4A & 4B, US Edition, Singapore Mathematics
 - Primary Mathematics Workbooks 4A & 4B, US Edition, Singapore Mathematics
 - Primary Math Teacher’s Guides 4A & 4B, US Edition, Singapore Mathematics
-
- a. Whole Numbers (N 4.OA)
 - b. Multiplication and Division of Whole Numbers (N 4.OA)
 - c. Fractions (N 4.NF)
 - d. Tables and Graphs
 - e. Angles (N 4.G), (N 4.MD)
 - f. Perpendicular and Parallel Lines (N 4.G)

- g. Area and Perimeter (NY 3.MD)
- h. Decimals (N 4.NBT)
- i. The Four Operations of Decimals (N 4.OA), (N 4.NBT), (N 4.NF)
- j. Measures (N 4.MD)
- k. Symmetry (N 4.G)
- l. Solid Figures (N 4.G)
- m. Volume (N 4.MD)

Science

Resources:

- Science Explorer series (Teachers Editions): Chemical Building Blocks, Chemical Interactions, Earth's Changing Surface, Electricity and Magnetism, Human Biology and Health, Inside Earth, Integrated Lab Manual, The Nature of Science and Technology, Weather and Climate

I. Energy Transfer and Transformation

- A. Introduction to Energy
- B. Energy and Motion
- C. Energy Transfer
- D. Collisions
- E. Energy Transformation and Engineering

Visual Arts

Resources:

- Art Resources, Grade 4, Core Knowledge Foundation
- Text Resources, Grade 4, Core Knowledge Foundation
- Children's Book of Art, DK Eyewitness

I. Art and Architecture of the Middle Ages in Europe

II. Islamic Art and Architecture

III. The Art of Africa

IV. The Art of China

V. The Art and Architecture of a New Nation

Music

Resources:

- Core Knowledge Music Collection, Grades 3-5, Core Knowledge Foundation
- Text Resources, Grade 4, Core Knowledge Foundation

I. Elements of Music II. Listening and Understanding

- A. The Orchestra
- B. Vocal Ranges
- C. Composers and Their Music
- D. Musical Connections III. Songs

Latin

Resources:

- Elementa: Foundations for Latin Textbook, The Paideia Institute,
- Elementa: Foundations for Latin Student Workbook, The Paideia Institute
- Elementa: Foundations for Latin Teacher's Manual, The Paideia Institute,
- Elementa: Foundations for Latin Teacher's Materials, The Paideia Institute

FIFTH GRADE: What Your Fifth Grader Needs to Know, Core Knowledge Foundation

Phonics & Literacy

Resources:

- Writing and Spelling Road to Reading and Thinking, Level I Teacher's Edition, (for first year)
- Writing and Spelling Road to Reading and Thinking, Level II Teacher's Edition, (for first year)
- Writing and Spelling Road to Reading and Thinking, Level III Teacher's Edition
- Writing and Spelling Road to Reading and Thinking, Level III Spelling List
- Box of Phonogram Cards
- The ABC's and All Their Tricks
- My English Orthography Notebook, Access Literacy
- "Older Student Adaptation: Instructions for 3-6th Grade Teachers," Access Literacy pamphlet

English Language Arts

Resources:

- Well-Ordered Language, teacher and student edition, Peters and Coupland
- Text Resources, 5th Grade, Core Knowledge Foundation
- Listen, My Children, 5th Grade, Core Knowledge Foundation
- 5th Grade Core Classics, Core Knowledge Foundation

I. Listening and Speaking

- A. Classroom Discussion (5SL1, 5SL1a-d, 5SL2, 5SL3)
- B. Presentation of Ideas and Information (5SL4, 5SL5, 5SL6)

II. Reading

- A. Phonics: Decoding and Encoding (5RF3, 5RF3a)
- B. Oral Reading and Fluency (5RF4, 5RF4a-b)
- C. Reading Comprehension and Response—All Texts (5R9, 5RF4, 5SL2, 5SL3, 5R1, 5R2, 5R3)
- D. Reading Comprehension—Fiction, Drama, Poetry (5R9, 5RF4, 5SL2, 5SL3, 5R1, 5R2, 5R3)
- E. Reading Comprehension—Nonfiction and Informational Text (5R9, 5RF4, 5SL2, 5SL3, 5R1, 5R2, 5R3)

III. Writing

- A. Writing to Reflect Audience, Purpose, and Task
- B. Writing to Analyze and Understand Text
- C. Conducting Research (5W6, 5W7)
- D. Narrative Writing (5W3, 5W3a-d)
- E. Informative/Explanatory Writing (5W2, 5W2a-e)
- F. Persuasive Writing/Opinion (5W1, 5W1a-d)

IV. Language Conventions

- A. Command of Language (5L3, 5L3a-b)
- B. Spelling (Anchor Standards L2)
- C. Grammar (Anchor Standards L1)
- D. Capitalization and Punctuation (Anchor Standards L1)
- E. Vocabulary (5L4, 5L4a-d 5L5, 5L5a-c, 5L6)

V. Poetry

- A. Poems
- B. Terms

VI. Fiction and Drama

- A. Fiction
- B. Drama
- C. Literary Terms

VII. Speeches Sayings and Phrases

History and Geography

Resources:

- World Lakes, Core Knowledge Foundation
- Maya, Aztec, and Inca Civilizations, Core Knowledge Foundation
- The Age of Exploration, Core Knowledge Foundation
- The Renaissance and Reformation, Core Knowledge Foundation
- England in the Golden Age, Core Knowledge Foundation
- Early Russia, Core Knowledge Foundation
- Feudal Japan, Core Knowledge Foundation
- The Geography of the United States, Core Knowledge Foundation
- Westward Expansion before the Civil War, Core Knowledge Foundation
- The Civil War, Core Knowledge Foundation
- Native Americans and Westward Expansion: Cultures and Conflicts, Core Knowledge Foundation
- Feudal Japan, Core Knowledge Foundation
- A History of the United States and Its People, Edward Eggleston
- DK Eyewitness Books

World History and Geography

I. World Geography

- A. Spatial Sense
- B. Great Lakes of the World

II. Early American Civilizations

- A. Geography
- B. Maya, Aztec, and Inca Civilizations
- C. Spanish Conquerors

III. European Exploration, Trade, and the Clash of Cultures

- A. Background
- B. European Exploration, Trade, and Colonization
- C. Trade and Slavery

IV. The Renaissance and the Reformation

- A. The Renaissance
- B. The Reformation

V. England from the Golden Age to the Glorious Revolution

- A. England in the Golden Age
- B. From the English Revolution to the Glorious Revolution

VI. Russia: Early Growth and Expansion

- A. Geography
- B. History and Culture

VII. Feudal Japan

- A. Geography
- B. History and Culture

Mathematics

Resources:

- Primary Mathematics Textbooks 5A & 5B, US Edition, Singapore Mathematics
 - Primary Mathematics Workbooks 5A & 5B, US Edition, Singapore Mathematics
 - Primary Math Teacher's Guides 5A & 5B, US Edition, Singapore Mathematics
- a. Whole Numbers (NY 5.OA)
 - b. Multiplication and Division by a 2-Digit Whole Number (NY 5.OA)
 - c. Fractions (NY 5.NF)
 - d. Area of Triangle
 - e. Ratio (NY 6.RP)
 - f. Angles (NY 6.G)
 - g. Decimals (N 5.NBT)
 - h. Percentage (NY 6.RP)

- i. Average (NY 6.SP)
- j. Rate (NY 5.OA)
- k. Graphs: Line Graphs (NY 5.MD)
- l. Triangles (N 6.G)
- m. 4-Sided Figures (NY 5.G)
- n. Tessellations: Tiling Patterns
- o. Volume (NY 5.MD), (N 6.G)

Science

Resources:

- Science Explorer series (Teachers Editions): Cells and Heredity, Animals, Human Biology and Health, The Nature of Science and Technology, Integrated Lab Manual

I. Investigating Matter

- A. Properties of Matter
- B. Structure of Matter
- C. Physical Changes in Matter
- D. Chemical Changes in Matter
- E. The Language of Chemistry

II. Energy and Matter in Ecosystems

- A. Organisms Need and Use Energy
- B. Plants and Animals
- C. Matter Cycles Through Ecosystems

III. Modeling Earth's Systems

- A. Spheres of Earth
- B. Modeling Earth's Interacting Spheres

IV. Protecting Earth's Resources

- A. Protecting Earth's Water
- B. Protecting Earth's Air
- C. Protecting Earth's Land
- D. Protecting Ecosystems

V. Astronomy: Space Systems

- A. Introduction to Astronomy
- B. Evidence of Earth's Movement
- C. Stars
- D. Gravity

VI. The Human Body: Human Hormones and Reproduction

- A. The Endocrine System
- B. The Reproductive System

VII. Science Biographies

Visual Arts

Resources:

- Art Resources, Grade 5, Core Knowledge Foundation
- Text Resources, Grade 5, Core Knowledge Foundation
- Children's Book of Art, DK Eyewitness

I. Art and Architecture of the Renaissance

II. Baroque Art and Architecture

III. American Art: Nineteenth-Century United States

IV. Native American Art

V. Art of Japan

VI. Russian Art and Architecture

Music

Resources:

- Core Knowledge Music Collection, Grades 3-5, Core Knowledge Foundation
- Text Resources, Grade 5, Core Knowledge Foundation

I. Elements of Music

II. Listening and Understanding

A. Composers and Their Music

B. Musical Connections

III. American Musical Traditions

IV. Songs

Latin

Resources:

- Elementa: Foundations for Latin Textbook, The Paideia Institute
- Elementa: Foundations for Latin Student Workbook, The Paideia Institute
- Elementa: Foundations for Latin Teacher's Manual, The Paideia Institute
- Elementa: Foundations for Latin Teacher's Materials, The Paideia Institute

SIXTH GRADE: What Your Sixth Grader Needs to Know, Core Knowledge Foundation

Phonics & Literacy

Resources:

- Writing and Spelling Road to Reading and Thinking, Level I Teacher's Edition (for first year)
- Writing and Spelling Road to Reading and Thinking, Level II Teacher's Edition (for first year)
- Writing and Spelling Road to Reading and Thinking, Level III Teacher's Edition
- Writing and Spelling Road to Reading and Thinking, Level III Spelling List
- Box of Phonogram Cards
- The ABC's and All Their Tricks
- My English Orthography Notebook, Access Literacy
- "Older Student Adaptation: Instructions for 3-6th Grade Teachers," Access Literacy pamphlet
- English from the Roots Up, Volume I, Joegil Lundquist
- English from the Roots Up, Volume II, Joegil Lundquist

English Language Arts

Resources:

- Well-Ordered Language, teacher and student edition, Peters and Coupland
- Text Resources, 5th Grade, Core Knowledge Foundation
- Listen, My Children, 5th Grade, Core Knowledge Foundation
- Realms of Gold, Vol I, Core Knowledge Foundation

I. Listening and Speaking

A. Classroom Discussion (6SL1, 6SL1a-d, 6SL2, 6SL3)

B. Presentation of Ideas and Information (6SL4, 6SL5, 6SL6)

II. Reading

A. Reading Comprehension and Response—All Texts (6SL1, 6SL2, 6SL3, 6SL4, 6SL5, 6SL6)

B. Reading Comprehension—Fiction, Drama, Poetry (SL1, SL2, SL3, SL4, SL5, SL6)

C. Reading Comprehension—Nonfiction and Informational Text (SL1, SL2, SL3, SL4, SL5, SL6)

III. Writing

A. Writing to Reflect Audience, Purpose, and Task (6W1, 6W2, 6W3, 6W4, 6W5, 6W6, 6W7)

B. Writing to Analyze and Understand Text (6W1, 6W2, 6W3, 6W4, 6W5, 6W6, 6W7)

C. Conducting Research (6W6, 6W7)

- D. Narrative Writing (6W3)
- E. Informative/Explanatory Writing (6W2)
- F. Persuasive Writing/Opinion (6W1)
- IV. Language Conventions (6L3, 6L4, 6L5, 6L6)
 - A. Command of Language (6L3)
 - B. Spelling (Anchor Standards L2)
 - C. Grammar (Anchor Standards L1)
 - D. Capitalization and Punctuation (Anchor Standards L1)
 - E. Vocabulary (6L3, 6L4, 6L5, 6L6)
- V. Poetry
 - A. Poems
 - B. Terms
- VI. Fiction, Nonfiction, and Drama
 - A. Fiction
 - B. Essays and Speeches
 - C. Drama
 - D. Literary Terms
- VII. Sayings and Phrases

History and Geography

World History and Geography

Resources:

- History & Geography, 6th Grade text, Core Knowledge Foundation
- DK Eyewitness Books

- I. World Geography
 - A. Spatial Sense
 - B. Great Deserts of the World
- II. Lasting Ideas from Ancient Civilizations
 - A. Ancient Greece
 - B. Ancient Rome
- III. The Enlightenment
- IV. The French Revolution
- V. Romanticism
- VI. Industrialism, Capitalism, and Socialism
 - A. The Industrial Revolution
 - B. Capitalism
 - C. Socialism
- VII. Latin American Independence Movements
 - A. History
 - B. Geography of Latin America
 - C. American History and Geography
- I. Immigration, Industrialization, and Urbanization
 - A. Immigration
 - B. Industrialization and Urbanization
- II. Reform

Mathematics

Resources:

- Primary Mathematics Textbooks 6A & 6B, US Edition, Singapore Mathematics
- Primary Mathematics Workbooks 6A & 6B, US Edition, Singapore Mathematics
- Primary Math Teacher's Guides 6A & 6B, US Edition, Singapore Mathematics

- a. Algebra (N 6.EE)
- b. Solid Figures (N 6. MD)
- c. Ratio (N 6.RP)
- d. Percentage (N 6.RP)
- e. Speed (N 6.RP)
- f. Fractions (N 6.NF), (N 6.NS)
- g. Circles (N 6.G)
- h. Graphs: Pie Charts (N 6.ND), (N 6.SP)
- i. Volume: Solving Problems (N 6.G)
- j. Triangles and 4-sided Figures: Finding Unknown Angles (N 6.G)
- k. More Challenging Word Problems

Science

Resources:

- Science Explorer series (Teachers Editions): Astronomy, Chemical Building Blocks, Human Biology and Health, Integrated Lab Manual, The Nature of Science and Technology

I. Light and Matter

- A. Light and Matters
- B. Electromagnetic Waves
- C. Characteristics of Light

II. Thermal Energy

- A. Energy
- B. Thermal Energy
- C. Thermal Energy and Currents

III. Weather, Climate, and Water Cycling

- A. Weather
- B. Climate
- C. The Water Cycle

IV. Plate Tectonics and Rock Cycling

- A. Layered Structure of the Earth
- B. Earth Changes Over Time
- C. Plate Tectonics
- D. Evidence of Plate Tectonics

V. Natural Hazards

- A. Landslides and Floods
- B. Hazardous Weather Conditions
- C. Earthquakes and Volcanoes

VI. Cells and Systems

- A. Cells
- B. Cell Division
- C. Cells, Organs, Organ Systems

VII. Science Biographies

Visual Arts

Resources:

- Eyewitness Companions: Art, Robert Cumming, DK Eyewitness
- Eyewitness: Renaissance, Alison Cole, DK Eyewitness
- Core Knowledge Art Sequence large prints

I. Art History: Periods and Schools

- A. Classical Art: The Art of Ancient Greece and Rome
- B. Gothic Art and Architecture

- C. Rococo
- D. Neoclassical Art and Architecture
- E. Romantic
- F. Realism
- G. Impressionism
- H. Post-Impressionism
- I. Architecture in the Age of the Industrial Revolution

Music

Resources:

- Core Knowledge Music Collection, Grades 6, Core Knowledge Foundation

- I. Elements of Music
- II. Classical Music: From Baroque to Romantic
 - A. Baroque
 - B. Classical
 - C. Romantic
- III. Songs

Latin

Resources:

- Wheelock's Latin, Frederic M. Wheelock and Richard A. LaFleur
- Lingua Latina per se Illustrata, Pars I

SEVENTH GRADE

Phonics & Literacy

Resources:

- Get Smart: Grammar through Sentence Diagramming, Elizabeth O'Brien
- Sentence Diagramming Reference Manual: How to Diagram Anything, Elizabeth O'Brien
- Sentence Diagramming Exercises: An Introduction to Sentence Diagramming, Elizabeth O'Brien

English Language Arts

Resources:

- Realms of Gold Vol II, Core Knowledge Foundation

- I. Listening and Speaking
 - A. Classroom Discussion (7SL1, 7SL1a-d, 7SL2, 7SL3)
 - B. Presentation of Ideas and Information (7SL4, 7SL5, 7SL6)
- II. Reading
 - A. Reading Comprehension and Response—All Texts (7SL1, 7SL2, 7SL3, 7SL4, 7SL5, 7SL6)
 - B. Reading Comprehension—Fiction, Drama, Poetry (7SL1, 7SL2, 7SL3, 7SL4, 7SL5, 7SL6)
 - C. Reading Comprehension—Nonfiction and Informational Text (7SL1, 7SL2, 7SL3, 7SL4, 7SL5, 7SL6)
- III. Writing
 - A. Writing to Reflect Audience, Purpose, and Task (7W1, 7W2, 7W3, 7W4, 7W5, 7W6, 7W7)
 - B. Writing to Analyze and Understand Text (7W1, 7W2, 7W3, 7W4, 7W5, 7W6, 7W7)
 - C. Conducting Research (7W6, 7W7)
 - D. Narrative Writing (7W3)
 - E. Informative/Explanatory Writing (7W2)
 - F. Persuasive Writing/Opinion (7W1)
- IV. Language Conventions (7L3, 7L4, 7L5, 7L6)

- A. Command of Language (7L3)
 - B. Spelling (Anchor Standards L2)
 - C. Grammar (Anchor Standards L1)
 - D. Capitalization and Punctuation (Anchor Standards L1)
 - E. Vocabulary (7L3, 7L4, 7L5, 7L6)
- V. Poetry
- A. Poems
 - B. Elements of Poetry
- VI. Fiction, Nonfiction, and Drama
- A. Short Stories
 - B. Novels / Novellas
 - C. Elements of Fiction
 - D. Essays and Speeches
 - E. Autobiography
 - F. Drama
 - G. Literary Terms
- VII. Foreign Phrases Commonly Used in English

History and Geography

Resources:

- A History of the United States, Core Knowledge Foundation
- A History of the American People, Paul Johnson
- The American Republic Primary Sources, Bruce Frohnen
- The American Primer: Daniel J Boorstin

A Survey of American History

- I. Early Americans and First Europeans
 - A. How People Came to America
 - B. Indigenous Societies in Central and South America
 - C. Indigenous Societies in North America
- II. European Exploration and Colonization of the Americas
 - A. The Vikings
 - B. Quest For Spices
 - C. Early Spanish Exploration and Settlement
 - D. Search for the Northwest Passage
- III. European (English) Colonization of North America (1500–1750)
 - A. Beginnings of English Colonization in North America
 - B. Southern Colonies
 - C. New England Colonies
 - D. Middle Colonies
- IV. The Revolutionary War (1750–1783)
 - A. Background: The French and Indian War
 - B. Causes and Provocations
 - C. The Revolution
- V. Creating a Constitution for the United States (1783–Present)
 - A. Main Ideas Behind the Declaration of Independence
 - B. Making a New Government: From the Declaration to the Constitution
- VI. The New Republic and the War of 1812 (1789–1820s)
 - A. Early Presidents and Politics
 - B. The War of 1812
- VII. Westward Expansion Before the Civil War (1820s–1860)
 - A. Exploration of the Western Frontier
 - B. Pioneers Move West
 - C. Native American Resistance
 - D. Conflict with Mexico

- VIII. The Civil War and Reconstruction (1820–1877)
 - A. Toward the Civil War
 - B. The Civil War
 - C. Reconstruction
- IX. Westward Expansion After the Civil War (1860s–1877)
 - A. Increased Movement West
 - B. Impact on Indigenous People
- X. Immigration, Industrialization, and Urbanization (1865–1914)
 - A. Immigration
 - B. Industrialization and Urbanization
- XI. Social Movements and Reforms (1865–1920)
- XII. World War I (1914–1919)
 - A. America Becomes a World Power
 - B. World War I: “The Great War,” 1914–1918
 - C. First World War in Russia and Revolution
- XIII. The Twenties and the Great Depression (1919–1939)
 - A. The Twenties
 - B. The Great Depression
 - C. The New Deal
- XIV. World War II (1935–1945)
 - A. Origins of the Second World War
 - B. Onset of World War II in Europe
 - C. The United States in the Early Years of the War
 - D. The United States Enters the War
 - E. Immediate Aftermath
- XV. Postwar America and the Cold War, Vietnam, and the Age of Civil Rights (1945–1975)
 - A. Origins of the Cold War
 - B. The Korean War
 - C. America in the Cold War
 - D. The Vietnam War
 - E. The Civil Rights Movement During the Cold War
- XVI. The United States at Home and on the World Stage (1975–2000)
 - A. Social and Technological Change
 - B. The Rise of Social and Environmental Activism
 - C. Presidents and Politics
- XVII. The Challenges Ahead and Powerful Voices (2001–Present)
 - A. American Society in the Early Twenty-First Century
 - B. Presidents and Politics

Mathematics

Resources:

- Dimensions Math: Common Core, 7A & 7B, a Singapore Math Program
- Dimensions Mathematics: Workbook for 7A & 7B, a Singapore Math Program
- Dimensions Mathematics: Workbook Solutions 7A & 7B, a Singapore Math Program
- Dimensions Mathematics: Teaching Notes and Solutions for, 7A & 7B, a Singapore Math Program
- a. Factors and Multiples
- b. Real Numbers (N 7.NS)
- c. Introduction to Algebra (N 7.EE)
- d. Algebraic Manipulation (N 7.EE)
- e. Simple Equations in One Variable (N 7.EE)
- f. Ratio, Rate, and Speed (N 7.RP)
- g. Percentage (N 7.RP)
- h. Angles, Triangles, and Quadrilaterals (N 7.G)

- i. Number Patterns
- j. Coordinates and linear graphs (N 7.EE)
- k. Inequalities (N 7.EE)
- l. Perimeters and areas of plane figures (NY 7.G)
- m. Volumes and Surface Areas of Solids (NY 7.G)
- n. Proportions (NY 7.G)
- o. Data Handling (NY 7.G)
- p. Probability of Simple Events (NY 7.G)
- q. Probability of Combined Events (N 7.SP)

Science

Resources:

- Science Explorer series (Student and Teachers Editions): Cells and Heredity, Chemical Building Blocks, Chemical Interactions
- Science Explorer series: Earth's Changing Surface, Human Biology and Health, The Nature of Science and Technology, Integrated Lab Manual

- I. Chemical Reactions and Matter
 - A. Matter in Chemical Reactions
 - B. Atoms, Elements, and Compounds
 - C. Chemical Bonds
- II. Chemical Reactions and Energy
 - A. Chemical Reactions and Energy
 - B. Using Energy in Chemical Reactions
- III. Metabolic Reactions
 - A. Humans and Food
 - B. Energy for Life
 - C. Cellular Respiration
- IV. Matter Cycling and Photosynthesis
 - A. Cycles in Nature
 - B. Photosynthesis
 - C. Matter and Energy in Ecosystems
- V. Ecosystem Dynamics
 - A. Ecosystems
 - B. Changes in Ecosystems
- VI. Earth's Resources and Human Impact
 - A. Natural Resources
 - B. Environmental Protection
- VII. Science Biographies

Visual Arts

Resources:

- Eyewitness Companions: Art, Robert Cumming, DK Eyewitness
- Eyewitness: Renaissance, Alison Cole, DK Eyewitness
- Core Knowledge Art Sequence large prints

- I. Art History: Periods and Schools
 - A. Fauvism/Expressionism
 - B. Cubism
 - C. Surrealism
 - D. Abstract Expressionism
 - E. Other Developers of Abstraction
- II. Organic Architecture

Music

Resources:

- Core Knowledge Music Collection, Grades 7, Core Knowledge Foundation

I. Elements of Music

II. Classical Music: Romantic and Patriotic

A. Romantic Composers and Works

B. Music and National Identity

III. American Musical Traditions

Latin

Resources:

- Lingua Latina per se Illustrata, Pars I: Familia Romana, Hans H. Orberg
- Lingua Latina per se Illustrata, Pars I: Latine Disco Student Manual, Hans Orberg
- Workbook for Wheelock's Latin, Paul Comeau and Richard A. LaFleur
- Thirty-Eight Latin Stories Designed to Accompany Wheelock's Latin, Anne Groton and James May

EIGHTH GRADE

Phonics & Literacy

Resources:

- Get Smart: Grammar through Sentence Diagramming, Elizabeth O'Brien
- Sentence Diagramming Reference Manual: How to Diagram Anything, Elizabeth O'Brien
- Sentence Diagramming Exercises: An Introduction to Sentence Diagramming, Elizabeth O'Brien

English Language Arts

Resources:

- Realms of Gold, Vol III, Core Knowledge Foundation

I. Listening and Speaking

A. Classroom Discussion (8SL1, 8SL1a-d, 8SL2, 8SL3)

B. Presentation of Ideas and Information (8SL4, 8SL5, 8SL6)

II. Reading

A. Reading Comprehension and Response—All Texts (8SL1, 8SL2, 8SL3, 8SL4, 8SL5, 8SL6)

B. Reading Comprehension—Fiction, Drama, Poetry (8SL1, 8SL2, 8SL3, 8SL4, 8SL5, 8SL6)

C. Reading Comprehension—Nonfiction And Informational Text (8SL1, 8SL2, 8SL3, 8SL4, 8SL5, 8SL6)

III. Writing

A. Writing to Reflect Audience, Purpose, and Task (8W1, 8W2, 8W3, 8W4, 8W5, 8W6, 8W7)

B. Writing to Analyze and Understand Text (8W1, 8W2, 8W3, 8W4, 8W5, 8W6, 8W7)

C. Conducting Research (8W6, 8W7)

D. Narrative Writing (8W3)

E. Informative/Explanatory Writing (8W2)

F. Persuasive Writing/Opinion (8W1)

IV. Language Conventions (8L3, 8L4, 8L5, 8L6)

A. Command of Language (8L3)

B. Spelling (Anchor Standards L2)

C. Grammar (Anchor Standards L1)

D. Capitalization and Punctuation (Anchor Standards L1)

E. Vocabulary (8L3, 8L4, 8L5, 8L6)

V. Poetry

- A. Poems
- B. Elements of Poetry
- VI. Fiction, Nonfiction, and Drama
 - A. Short Stories
 - B. Novels
 - C. Elements of Fiction
 - D. Essays and Speeches
 - E. Autobiography
 - F. Drama
 - G. Literary Terms
- VII. Foreign Phrases Commonly Used in English

History and Geography

Resources:

- A History of the United States, Core Knowledge Foundation
- A History of the American People, Paul Johnson
- The American Republic Primary Sources, Bruce Frohnen
- The American Primer: Daniel J Boorstin

World History

- I. Mesopotamia
 - A. Geography
 - B. Background
- II. Ancient Egypt and Kush
 - A. Geography of Region
 - B. Government and Rulers
 - C. Belief Systems
 - D. Structures and Contributions
 - E. Decline of the Egyptian Empire
- III. The Israelites
 - A. Geography of Region
 - B. Background
- IV. The Ancient Greeks and Greek Civilization
 - A. Geography of Region
 - B. Background
 - C. Life in Greece
- V. Ancient India
 - A. Geography of South Asia
 - B. Background
 - C. Belief Systems
 - D. Rulers
- VI. Early China
 - A. Geography
 - B. Background
- VII. Rome: Republic to Empire and Roman Civilization
 - A. Geography
 - B. Background
 - C. Life in Ancient Rome
 - D. The Decline of the Republic and Fall of Western Empire
 - E. Byzantium
- VIII. Islamic Civilizations
 - A. Geography
 - B. Pre-Islamic Arabia
 - C. Muhammad
 - D. Islam

- E. Islamic Civilization
- IX. Maya, Inca, and Aztec Civilizations
 - A. Geography
 - B. Background: Olmecs and Zapotecs
 - C. The Maya
 - D. The Aztec
- X. Imperial China
 - A. The Mongols
- XI. Europe and Russia in the Middle Ages
 - A. Geography
 - B. Ancient Korea
 - C. Ancient Japan
 - D. Imperial Japan
 - E. SouthEast Asia
- XII. Europe and Russia in the Middle Ages
 - A. Geography
 - B. Background: Europe
 - C. Early Middle Ages
 - D. The Church
 - E. Charlemagne
 - F. High Middle Ages
 - G. Manorialism
 - H. Towns and Expanding Trade
 - I. High Middle Ages Church
 - J. The Crusades
 - K. Late Middle Ages
 - L. Medieval Russia: Background
- XIII. West African Kingdoms
 - A. Geography
 - B. Background
 - C. Africa During Europe's Medieval Period
 - D. Ghana Empire
 - E. Mali Empire
 - F. Songhai Empire: Background
 - G. Europeans in Africa
 - H. Ibn Battuta, Griots, and Oral Traditions
- XIV. Renaissance and Reformation
 - A. Geography
 - B. Background
 - C. Trade and Power
 - D. The Humanists
 - E. New Art and Architecture
 - F. Renaissance Florence
 - G. The Printing Press
 - H. Religious Reformation
 - I. Politics and Religion
- XV. Exploration, Trade, and Settlement
 - A. Geography
 - B. The Age of Sail
 - C. Transatlantic Slave Trade
- XVI. The Scientific Revolution and the Enlightenment
 - A. Geography
 - B. Background
 - C. The European Enlightenment
- XVII. Political and Industrial Revolutions
 - A. Geography

- B. Background
- C. Origin of the French Revolution and Revolution
- D. Napoleon Bonaparte
- E. Haitian Revolution
- F. Independence Movements in Latin America
- G. Mexico
- H. The Mexican Revolution and Continuing Conflict
- I. Revolutions in Industry, Agriculture, and New Technology: Background
- XVIII. A World at War
 - A. Geography
 - B. Background
 - C. British Rule in India
 - D. Europeans in Africa
 - E. Berlin Conference
 - F. Italy Becomes a Nation
 - G. German Unification, the Triple Alliance, and the Triple Entente
 - H. The Opening of Japan and the Russo-Japanese War
 - I. Opium Wars and Revolt in China
 - J. French Indochina
 - K. Ottomans on the Decline
 - L. World War I (1914–1918)
 - M. The Russian Revolution
- XIX. World War II and the Postwar World
 - A. Geography
 - B. Globalization
 - C. Crisis in Weimar
 - D. Italy
 - E. The Soviet Union
 - F. Countries at War Before World War II
 - G. German Expansion and Beginning of World War II
 - H. Eastern Front
 - I. North Africa and Italy
 - J. The Holocaust
 - K. D-Day to V-E Day
 - L. War in the Pacific
 - M. The Atom Bomb
 - N. After World War II
- XX. East and Southeast Asia in the Second Half of Twentieth Century
 - A. Geography
 - B. Globalization
 - C. People's Republic of China
 - D. The Cultural Revolution
 - E. Korea's Civil War
 - F. Life in North and South Korea
 - G. Vietnam
 - H. Japan
- XXI. Europe in the Second Half of the Twentieth Century
 - A. Geography
 - B. Globalization
 - C. The Iron Curtain
 - D. The Atomic Age
 - E. European Development and Changes
 - F. The Soviet Union Collapses
 - G. The Break-up of Yugoslavia
 - H. Toward a United Europe
- XXII. Africa and the Middle East in the Second Half of the Twentieth Century

- A. Geography
- B. Background
- C. Colonialism Ends
- D. Struggles and Civil Wars
- E. South Africa
- F. Africa's Successes and Achievements
- G. The Middle East
- H. Israel and Regional Conflict
- I. Egypt
- J. Revolution in Iran
- K. Conflicts in the Persian Gulf
- XXIII. Latin America in the Second Half of the Twentieth Century
 - A. Geography
 - B. Background
 - C. Guatemala
 - D. Panama
 - E. Nicaragua
 - F. El Salvador
 - G. South America: Brazil
 - H. Argentina
 - I. Columbia
 - J. Military Dictatorships in Latin America
 - K. Cuba
 - L. Haiti and the Dominican Republic
- XXIV. Modern World Events, Challenges, and Successes
 - A. Geography
 - B. Globalization
 - C. Population Challenges
 - D. Migrating Populations
 - E. Conflict and Revolution
 - F. Climate Change
 - G. Science, Technology, Medicine

Mathematics

Resources:

- The Key to Algebra, Julie King and Peter Rasmussen
- a. Operations on Integers (AI N.RN)
- b. Variables, Terms, and Expressions (N 8.EE)
- c. Equations (AI A.REI)
- d. Polynomials (AI A.SSE), (AI A.APR)
- e. Rational Numbers (AI N.RN)
- f. Multiplying and Dividing Rational Expressions (NY 8.NS)
- g. Adding and Subtracting Rational Expressions (NY 8.NS)
- h. Graphs (AI A.REI)
- i. Systems of Equations (AI A.REI)
- j. Square Roots and Quadratic Equations (NY 8.EE)

Science

Resources:

- Science Explorer series: Integrated Lab Manual, The Nature of Science and Technology
- Science Explorer series: Motion, Forces, and Energy, Sound and Light, Electricity and Magnetism
- Conceptual Physics by Paul Hewitt

- I. Contact Forces
 - A. Motion
 - B. Contact Forces
 - C. Collisions
- II. Sound Waves
 - A. Sound Waves and Sound
- III. Forces at a Distance
 - A. Non-Contact Forces
 - B. Magnetism and Electricity
 - C. Gravity
- IV. Earth in Space
 - A. Earth, Moon, Sun
 - B. Solar Systems
 - C. Stars and Galaxies
- V. Genetics
 - A. Genetics
 - B. Mutations
 - C. Sexual and Asexual Reproduction
- VI. Natural Selection and Common Ancestry
 - A. Natural Selection
 - B. Evidence of Common Ancestry
 - C. Evolution
- VII. Science Biographies

Visual Arts

Resources:

- Eyewitness Companions: Art, Robert Cumming, DK Eyewitness
- Eyewitness: Renaissance, Alison Cole, DK Eyewitness
- Core Knowledge Art Sequence large prints

- I. Art History: Periods and Schools
 - A. Modern Representational Painting
 - B. 20th Century Photography
 - C. 20th Century Sculpture
 - D. Contemporary Art
- II. Post-Modern Architecture

Music

Resources:

- Core Knowledge Music Collection, Grades 8, Core Knowledge Foundation

- I. Elements of Music
- II. Non-Western Music
- III. Classical Music: Modern and Patriotic
 - A. Music and National Identity
 - B. Modern Music IV. Modern Musical Performers
- V. Vocal Music
 - A. Opera
 - B. American Musical Theater
 - C. Song Ballads

Latin

Resources:

- Wheelock's Latin, Frederic M. Wheelock and Richard A. LaFleur
- Workbook for Wheelock's Latin, Paul Comeau and Richard A. LaFleur
- Wheelock's Latin Reader: Selections from Latin Literature, Frederick M. Wheelock and Richard A. LaFleur
- Thirty-Eight Latin Stories Designed to Accompany Wheelock's Latin, Anne Groton and James May
- New Latin Grammar, J. H. Allen and J. B. Greenough
- Lingua Latina per se Illustrata, Pars I: Familia Romana, Hans H. Orberg
- Lingua Latina per se Illustrata, Pars I: Latine Disco Student Manual, Hans Orberg

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 the 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 will 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.***

Promotion criteria will be explained to parents at the orientation meeting as well as in the student/parent handbook distributed to all families at the beginning of the school year. Academic achievement and promotion will be reported to parents via report cards, which will be disseminated each quarter. The final report card of the academic year will notify parents that their students have been promoted to the next grade level.

In line with NYS standards, students missing 18 full days of school (10% of the school year) or having 25 tardies will be considered to be chronically absent and will be automatically considered for retention. Extenuating circumstances, such as working remotely during an extended illness, will be considered on a case-by-case basis after discussion with the school leader, SEAC, teacher, and family. Families will be reminded of this policy after 10 and again after 15 absences so that they have time to correct it before reaching 18. Students at FLCACS will not pass to the next grade until they have satisfactorily mastered the core of their current grade. We will make every effort that the decision to retain a student be used sparingly. Our intention is to set every student up to succeed. On the rare occasion that a student is struggling too much to pass to the next grade, the decision will be made in coordination with the Special Education team and the family.

We believe that students promoted beyond their ability level are set up for future failure; over time they generally fall farther behind, which is not helpful to them academically or emotionally. Students will be assessed through class work, regular assignments, periodic tests, and portfolios, the levels of which will meet or exceed district, state and national requirements to help discern the best path for the student.

Children with special needs, having been evaluated and requiring an IEP, will be exempted from this policy, should it be deemed unproductive for their well-being and progress.

FLCACS will not graduate students until 2031, but will plan on offering diplomas in line with NYS requirements at the time, such as Local, Regents, and Advanced Regents Diplomas. The rigorous academic program, along with the character formation taught through virtue study and literature, will provide FLCACS students with the following characteristics that will enable them to succeed in whatever course of life they choose after high school.

Both the study of such logical subjects as math, Latin, and the Socratic Method will help students to think carefully and reasonably to solve problems. The study of rhetoric and the constant exposure to complex language and well organized writing will prepare students to become precise in their use of words, to organize their thoughts carefully, and to tailor their speech to an intended audience. Classical

education requires a diligent work ethic. A student formed in this environment has learned the requirements of success, self-restraint, and hard work.

f. Programmatic Audit:

Describe a plan for 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, who may include outside consultants;***
- ***Description of the 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.***

At the end of each year of operation, audits will be performed to evaluate the overall success of FLCACS. Ongoing assessment is important to reach the goal of graduating confident, capable students with both the intellectual training to prepare students for college and their future careers, and the cultivation of moral purpose, to give them a solid foundation in moral character and virtue that will enable them to flourish and live happy lives.

Academic Audit:

The process of academic audit involves stages of self-reflection, collaboration, teamwork, and peer feedback. FLCACS will be accountable for student progress in the academic areas of the New York State assessments. During the year, we plan to use Aimsweb, STAR assessments for reading and math and Acadience DIBELS.

Students will be given standardized assessments in the fall to measure and capture baseline data on each student. This will drive professional development for staff and the curriculum supports for each student. Students will be given a mid-year standardized assessment to measure progress. The school leaders will use data from the tests to choose and refine professional development opportunities for the teachers and staff. Grade-grouped teachers will work together to identify common gaps and implement strategies to address these gaps. Teachers will also be giving informal assessments throughout the school year to help gauge where the students are at and what kinds of supports they need to reach the next level.

Year-end standardized testing, such as the Stanford Achievement Test, the California Achievement Test, or the Terra Nova, will be used as long as they are available (which was an issue during the pandemic).

Due to our focus on basic skills and any necessary interventions, we anticipate steady growth in standardized test measures. These predictions are based in part on the success of the BCSI schools, which we have used as a model.

Academic auditors are volunteers (primarily faculty) who receive training on education quality processes and academic audit methodology. Their role is to highlight examples of exemplary practice, note areas for improvement, and evaluate approaches to educational quality practices. The School Leader will consider bringing in outside consultants to assist in the academic audit if the consensus of the School Leader, Curriculum Leader, and the SEAC is that the faculty needs further training to accomplish the audit properly. This decision will require Board approval.

FLCACS will also conduct an annual survey given at the end of each school year. It will include a variety of measurable questions concerning educational satisfaction and will have a minimum response rate of 75% with a goal of 85% or greater.

Governance Audit:

FLCACS will be accountable to the State of New York for financial soundness through regular audits. Each year, FLCACS will operate on a balanced budget with revenues equaling or exceeding expenses. An evaluation of the cost-effectiveness of supplies, curriculum, etc. as evaluated by the school staff. The Business Leader will meet with the treasurer on a monthly basis to create monthly reports for the Board of Trustees. All budgets will be analyzed and reported on. Each month's trial balance will balance.

FLCACS will hire an external audit firm to complete annual audits commencing in August each year to meet the state's and the SUNY Charter School Institutes' October deadline for audited financials. The school will also submit Forms 5500 and 990 on time.

Each year FLCACS will take timely corrective action, if needed, to address any internal control of compliance deficiencies identified by its external auditor or its authorizer. Financial Accountability will be provided with the support of a Certified Public Accountant. All financial documents will be shared with parents and the greater community through the FLCACS Board. Outside firms will be researched for assessment purposes.

FLCACS will comply with all applicable laws, rules, and regulations, including but not limited to the New York Charter Schools Act, the New York Freedom of Information Law, the New York State Open Meetings Law, the Federal Individuals with Disabilities Education Act, the Federal Family Educational Rights and Privacy Act, and the by-laws of the FLCACS Charter. FLCACS will maintain a relationship with independent legal counsel who will review relevant policies, documents, and incidents, using their legal expertise to make recommendations as deemed necessary by counsel.

Operations Audit:

Conducting a safety and security audit of FLCACS will consist of the following:

- An assessment of facility and district policies and procedures.
- Possible surveys or interviews of students, teachers, staff, and parents.
- A visitor assessment for safety and visitor management procedures.
- A walk through of the interior and exterior of the school with the School Leader for a visual assessment of grounds and documents.
- A written report of audit findings with commendations and recommendations.

Accountability:

FLCACS is accountable to its students, families, and community. Results of these evaluations will be shared with the extended community and stakeholders. The Board will prepare a report based on all audit results, academic, governance, and operational. This report will be published, within a reasonable time, after the completion of all three audits, before the beginning of the upcoming school year. Public comment input will be welcomed, discussed, and incorporated into future programs.

R-06g Draft Accountability Plan

Complete the Accountability Plan Template available on the Institute's website. The web page includes additional details to assist the applicant in drafting the required SUNY 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.

NOTE: Much of the Institute's Accountability Plan template centers on the results of annual state exams, the future administration of which may be uncertain given the circumstances surrounding the COVID-19 pandemic. The Institute encourages applicants to consider other means of accountability and be prepared to discuss them if invited to participate in an interview.

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL Draft Accountability Plan For the Accountability Period of Years 1 -5

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the School Leader. Promotion criteria will be explained to parents at an orientation meeting as well as in the student/parent handbook distributed to all families at the beginning of the school year. Academic achievement and promotion will be reported to parents via report cards, which will be disseminated every six weeks. The final report card of the academic year will notify parents if their students have been promoted to the next grade level.

Mastery shall be determined as follows:

- Course assignments and unit evaluation shall be given to determine student grades in a subject. An average of 65 or higher shall be considered a passing grade.
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit and final exams, or may be administered separately. Mastery of at least 65 percent of the objectives shall be required.

Grades K–2: In grades K-2, promotion to the next grade level shall be based on successful performance as documented on the report cards, meeting the New York State Standards for Language Arts and Mathematics, and meeting the state minimum attendance requirements.

Grades 3–5: In grades 3-5, promotion to the next grade level shall be based on an overall average of 65 on a scale of 100 based on the New York State Standards and the Core

Knowledge Sequence for all applicable subject areas. In addition to an overall grade of 65 or above, a student shall have a minimum grade of 65 in each of the following areas: English Language Arts, Mathematics, Science, and History. Promotion to the next grade level shall also require meeting the state minimum attendance requirements.

Grades 6–8: To be promoted from grade 6 to grade 7, from grade 7 to grade 8, and from grade 8 to grade 9, students must meet all of the following criteria:

- Earn a yearly average of 65 or above in each of the subjects of English Language Arts, Mathematics, Science and History.
- Earn an overall average of 65 when all subjects (core and electives) taken are averaged together.
- Meet the state-mandated requirement for attendance.

Mathematics

GOAL 1: All Students at FLCACS will be proficient in Mathematics.

- **Goal 1A: Absolute Measure:** Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the state's grade 3 - 8 Common Core Mathematics Exam. Statistics from the BCSI Schools have proven that students tend to be highly successful in State testing even though classical materials do not teach directly to the test.
- **Goal 1B: Absolute Measure:** Each year, the school's aggregate Performance Level Index (PLI) on the state exams will meet that year's Annual Measurable Objective (AMO) set forth in New York State's ESEA accountability system.
- **Goal 1C: Comparative Measure:** Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of students in the same tested grades in the local school district.
- **Goal 1D: Comparative Measure:** Each year, the school will exceed its predicted level of performance on the state Mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.
- **Goal 1E: Growth Measure:** Each year, under New York State's Growth Model the school's mean unadjusted growth percentile in Mathematics for all tested students in grades 4 - 8 will be above the state's unadjusted median growth percentile.

English Language Arts

Goal 2: All Students at FLCACS will be proficient in English Language Arts.

- **Goal 2A: Absolute Measure:** Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the state's grade 3 - 8 Common Core English Language Arts Exam. Statistics from the BCSI Schools have proven that students tend to be highly successful in State testing, regardless of the fact that Classical Curriculums are used to educate them.

- **Goal 2B: Absolute Measure:** Each year, the school's aggregate Performance Level Index (PLI) on the state exams will meet that year's Annual Measurable Objective (AMO) set forth in New York State's ESEA accountability system.
- **Goal 2C: Comparative Measure:** Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of students in the same tested grades in the local school district.
- **Goal 2D: Comparative Measure:** Each year, the school will exceed its predicted level of performance on the state English Language Arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.
- **Goal 2E: Growth Measure:** Each year, under New York State's Growth Model the school's mean unadjusted growth percentile in English Language Arts for all tested students in grades 4 - 8 will be above the state's unadjusted median growth percentile.

Science

Goal 3: All Students at FLCACS will be proficient in Science.

- **Goal 3A: Absolute Measure:** When the state tests are taken in 4th and 8th grades, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the state exam.
- **Goal 3B: Comparative Measure:** Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of students in the same tested grades in the local school district.

Fiscal Responsibility

Goal 4: FLCACS will make sound decisions and effective, responsible use of financial resources.

- **Goal 4A: Absolute Measure:** Each year, the school will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses. The budget will be created based on a shared-decision making model with key stakeholder involvement. Financial reports will be presented at monthly Board meetings. Progress will be continually monitored and adjusted as needed with Board approval.
- **Goal 4B: Absolute Measure:** Beginning with the school's first operating year, at the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.
- **Goal 4C: Absolute Measure:** Each year, the school will conduct its fiscal practices in accordance with GAAP standards, including, but not limited to, the areas of internal control and compliance with best practices as set forth by its external auditor, SED, or the Board of Trustees/School Management. Audit corrective action plans will be addressed timely, if needed.

Legal Compliance

Goal 5: FLCACS will be in legal compliance.

- **Goal 5A: Absolute Measure:** Each year, the school will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the NY Charter Schools Act, the NY Freedom of Information Law, the NY Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of its by-laws and charter.
- **Goal 5B: Absolute Measure:** Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.
- **Goal 5C: Absolute Measure:** Each year, the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the Board of Trustees, if any.

Enrollment

Goal 6: FLCACS will increase enrollment each year.

- **Goal 6A: Absolute Measure:** The school will meet projected enrollment targets.
- **Goal 6B: Absolute Measure:** More than 85% of the students who successfully complete the year will re-enroll for the following year.
- **Goal 6C: Absolute Measure:** The school will average a daily attendance rate of least 94%.

Parent Satisfaction

Goal 7: Parents will demonstrate satisfaction with the academic program @ FLCACS as measured by an annual survey given at the end of each school year, which will, on average, exceed 85% with at least 75% of families responding.

R-07ac Schedule

a. School Calendar

Provide a copy of the school's proposed calendar for its first year of operation that clearly articulates the following, and which demonstrates compliance with New York State requirements for minimum instructional hours, which all schools must provide:

- *Total number of days of instruction for the school year including whole and half days;*
- *Total number of hours of instruction for the school year including and not including additional instructional time outside school hours such as tutoring;*
- *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.*

Provide a narrative to explain any aspects of the calendar that are not evident on the firstyear calendar or where further explanation is necessary.

The following 2024-2025 calendars outline the course of the school year, which is divided into four quarters and includes 182 total days in school (student contact days) and an additional 10 staff development days. FLCACS has a 5.83-hour day (350 minutes of instructional time) for Grades 1-4, and Grade K has a 5.25-hour day (315 minutes of instructional time). This equates to a total number of student hours in school for Grades 1-4 for the year is 1,061.67 and for Grade K the yearly total is 955.5 hours.

First Year Calendar is on the next page

Finger Lakes Classical Academy Charter School

2025-2026 Calendar

Board Approved:

September

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

September: 20

Aug 25,26,27,28: Staff Devel.

Sep 2: Staff Devel.

1 - Labor Day

**3 - first day of school

February

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

February: 16

16 - Presidents Day

17-18 - No School: Staff Devel.

19-20 - Winter recess

October

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

October: 20

13 - Columbus Day

*24 Parent Conferences

12:00 - 7:00 pm

31- No School: Staff Devel.

March

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

March: 21

16- No School: Staff Devel.

November

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

April

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

November: 16***7* - End of Marking Period 1**

10 - Veteran's Day

26-28 - Thanksgiving Break

April: 17***10* - End Marking Period 3**

13-17 - Spring Break

December

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

December: 17

24-31: Christmas Break

May

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

May: 19

23 - Staff Devel. No School

26 - Memorial Day

January

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

January: 19

1-New Years Day, 2: Break

19 - Martin L King Jr

30* - End Marking Period 2*June**

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

June: 19***19* End of M.P. 4**

25 - Last Day of School

26 - Staff Devel. No School

Box = NO SCHOOL for STUDENT

B. 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 clearly identifies the minimum number of weekly minutes the school will devote to individual core academic subjects in each grade (e.g., ELA, mathematics, science, and social studies), and the total number of instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.); and,***
- ***A sample student schedule for a typical week.***

K-4 Schedule

1. English and math are best scheduled in the morning when the students are most alert.
2. English literacy subjects are best taught at the beginning of the day in grades K-4. This schedule also allows parent volunteers to participate right after they bring their children to school, primarily in grades 1 and 2.
3. In the elementary grades, "Reading" means the students read the practice reading books in their ability-grouped circles. "Literature" means the teacher is teaching a work of literature to all the students in the classroom.
4. A common math block across all elementary grades permits ability grouping of the students.
5. The specials (Music, Art, PE, Language) normally meet every other day.
6. Daily opening activities (attendance recording, pledge of allegiance, recitations, and announcements) are best done in the classroom.
7. Lunch is staggered somewhat to prevent overcrowding of the lunchroom and playground. Recesses and restroom breaks are scattered throughout the schedule.
8. Teachers have prep time during the music/art/language/P.E. specials.

Student schedule								
Time	Min	K	Time	Min	1st	2nd	3rd	4th
8:15 8:25	10	Morning work	8:15 8:25	10	Opening	Opening	Opening	Opening
8:25 8:35	10	Opening	8:25 8:55	30	Reading	Reading	Reading	Reading
8:35 8:55	20	Phonics	8:55 9:25	30	Phonics Spelling	Phonics Spelling	Phonics Spelling	Phonics Spelling
8:55 9:25	30	Reading Spelling	9:25 9:55	30	Grammar Handwriting	Grammar Handwriting	Grammar	Grammar
9:25 9:45	20	History	9:55 10:35	40	Literature	Literature	Literature	Literature
9:45 10:15	30	Recess Snack	10:35 11:15	40	Singapore Math	Singapore Math	Singapore Math	Singapore Math
10:15 10:55	40	Singapore Math	11:15 11:35	20	Lunch	Lunch	Recess	Recess
10:45 11:35	40	Specials: PE / Music / Art	11:35 11:55	20	Recess	Recess	Lunch	Lunch
11:35 12:05	30	Storytime	11:55 12:35	40	Specials: PE, Music, Art	MW language TR Geography F- recitation	History	Science
12:05 12:25	20	Lunch	12:35 1:15	40	Science	Specials: PE, Music, Art	MW language TR Geography F- recitation	History
12:25 12:55	30	Enrichment	1:15 1:55	40	History	Science	Specials: PE, Music, Art	MW language TR Geography F- recitation
12:55 1:25	30	Science	1:55 2:35	40	MW language TR Geography F- recitation	History	Science	Specials: PE, Music, Art
1:25 1:45	20	recess	2:35 2:45	10	Study organize skill	Study organize skill	Study organize skill	Study organize skill
1:45 2:05	20	Literature	2:45 2:55	10	Dismissal	Dismissal	Dismissal	Dismissal
2:05 2:25	20	Recitation						
2:25 2:55	30	Playtime Dismissal						

C. Teacher Schedule

For each division of the school, provide a sample teacher schedule for a typical week of instruction including:

- *Length of teachers' workday;*
- *Time devoted to core teaching assignments, planning, and other activities.*

All teachers will be expected to arrive at school 30-45 minutes before classes begin and will remain after school for approximately the same amount of time. This will be a flexible time schedule, based on teacher need and performance, as long as a minimum of 5 additional hours (hours outside of classroom activities) of planning and preparation occur per week.

In addition, all teachers will be required to have "office hours" two days/week minimum. Office hours will be used for but not limited to the purpose of room cleanliness/organization, professional development outside of scheduled calendar days, communication with administration, other teachers, staff, parents, etc., and after-school academic assistance/activities.

All teachers will rotate through a schedule of shared bussing oversight, so as to not place too much of a burden on one or two individuals as well as provide an opportunity for parents to see all of the staff at some point in time. (This rotation will be supplemented by the School Leader, SEAC, Curriculum Leader, and Business Manager when possible.)

Kindergarten teacher schedule			
Time	Min	K	
8:15-8:25	10	Morning work	
8:25-8:35	10	Opening	
8:35-8:55	20	Phonics	
8:55-9:25	30	Reading/Spelling	
9:25-9:45	20	History	
9:45-10:15	30	Recess/snack	

10:15-10:55	40	Singapore Math	
10:45-11:35	40	Specials: PE / Music / Art	Planning period
11:35-12:05	30	Story time	
12:05-12:25	20	Lunch	
12:25-12:55	30	Enrichment	
12:55-1:25	30	Science	
1:25-1:45	20	recess	
1:45-2:05	20	Literature	
2:05-2:25	20	recitation	
2:25-2:55	30	playtime - dismissal	

1st - 4th teacher schedule						
Time	Min	1st	2nd	3rd	4th	
8:15-8:25	10	Opening	Opening	Opening	Opening	
8:25-8:55	30	Reading	Reading	Reading	Reading	
8:55-9:25	30	Phonics/ Spelling	Phonics/ Spelling	Phonics/ Spelling	Phonics/ Spelling	
9:25-9:55	30	Grammar/ Handwriting	Grammar/ Handwriting	Grammar	Grammar	
9:55-10:35	40	Literature	Literature	Literature	Literature	
10:35-11:15	40	Singapore Math	Singapore Math	Singapore Math	Singapore Math	
11:15-11:35	20	Lunch	Lunch	Recess	Recess	
11:35-11:55	20	Recess	Recess	Lunch	Lunch	

11:55-12:35	40	Specials: PE, Music, Art	MW language TR Geography F- recitation	History	Science	Specials planning period - MWF PE - Tues art - Thurs music
12:35-1:15	40	Science	Specials: PE, Music, Art	MW language TR Geography F- recitation	History	
1:15-1:55	40	History	Science	Specials: PE, Music, Art	MW language TR Geography F- recitation	
1:55-2:35	40	MW language TR Geography F- recitation	History	Science	Specials: PE, Music, Art	
2:35-2:45	10	Study organize skill	Study organize skill	Study organize skill	Study organize skill	
2:45-2:55	10	dismissal	dismissal	dismissal	dismissal	
2:50-3:00	10	bus duty-1 day/wk rotate w/K-4 teachers	bus duty-1 day/wk rotate w/K-4 teachers	bus duty-1 day/wk rotate w/K-4 teachers	bus duty-1 day/wk rotate w/K-4 teachers	
3:00-4:00	60	office hours-2 days/wk minimum	office hours-2 days/wk minimum	office hours-2 days/wk minimum	office hours-2 days/wk minimum	

R-08ad Specific Populations

Responses to Request 8 should reference and address the needs of the school's target population and demonstrate a detailed understanding of the population of students to be served, as well as the fit between the proposed school design and the specific at-risk students the school seeks to serve. Responses should demonstrate an understanding of legal requirements and also articulate a clear theory of action as to how the school will meet the needs of at-risk students in a way that reflects the proposed school design, curricula, and personnel.

Each student enters school with a unique road to success. Too often, though, there are complex barriers to their academic success. Learning challenges may include physical, social, developmental, and emotional factors. FLCACS believes that by identifying barriers and providing properly targeted support, the dense and rigorous classical curriculum can close the performance gaps and lead each student to their highest potential.

These barriers are faced most typically by the following specific populations as follows: Struggling Students, which usually include Economically Disadvantaged students, Students with Disabilities, English Language Learners (ELL), and Gifted and Advanced Students.

a. Struggling Students

Discuss the 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, specific curricula, 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.***

Identification: Struggling students are those who do not meet established benchmark expectations for each grade based on New York State standards or ability level as measured by interim exams and/or the annual NYS State Exams, such as scoring a 1 or 2 on state exams. Each student's academic proficiency will be screened on a periodic

basis to identify struggling learners in need of additional support [8NYCRR 100.2(ii)(1)(ii)]
Common Screening tools:

http://www.rti4success.org/index.php?option=com_content&task=view&id=1091&Itemid=139.

As mentioned in Section 117.3 of the Regulations of the Commissioner of Education, students with low test scores will be monitored periodically through screenings and ongoing assessments of the student's reading and Math skills. Screenings will convene three times a year: fall, winter, and spring.

Using New York State's Quality Indicator Review and Resource Guides to assess the quality of the school's instructional programs in the areas of literacy and special education will aid the school in solidifying its chosen curriculum and or making any changes.

<http://www.p12.nysed.gov/specialed/techassist/QIcover.htm>.

FLCACS is looking into Fast Bridge by Illuminate. A lot of charter schools and school districts have switched from using iReady to Fast Bridge over the past 2 years. It assesses students and gives teachers specific standards the kids need support with. It also individualizes instruction for students to work (online) on the skills they struggle with.

Classroom teachers have meetings once a month to review the Fast Bridge assessment data (and other classroom assessment data). The SEAC will also attend these meetings to better support the teachers and students. They use this data to input the appropriate scaffolding into their lessons. Teachers can work with the support staff (School Leader and Curriculum Leader) to segment their classes and have additional review sections for enhanced insight into the success of the scaffolding plan.

Fastbridge by Illuminate is centered around MTSS, a 3 tiered system of supports for all students, with targeted supports for those who need more support. All of our teachers and staff will be provided professional development on MTSS. Collecting multiple points of data on each student will help us to determine the tier the child falls into and that will allow us to develop comprehensive support plans to ensure all students are successful.

What are the 3 tiers of MTSS?

The MTSS tiers are:

- MTSS Tier 1 – Universal Instruction.
- MTSS Tier 2 – Targeted, Group Interventions.
- MTSS Tier 3 – Intensive Individualized Interventions.

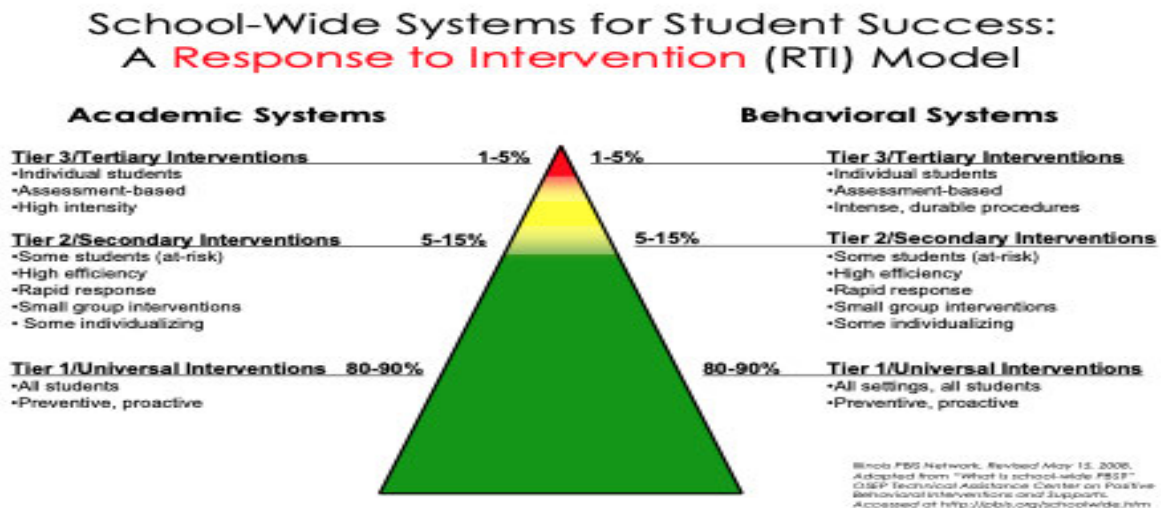


Sep 13, 2019

<https://www.illuminateed.com> › blog › 2019/09 › mtss-tie... ⋮

Support: FLCACS will provide Appropriate Instruction delivered to all students in the general education class by qualified personnel” [8 NYCRR 100.2 (ii) (1) (i)]

They will follow the Three Tier Intervention model of RTI (differing from the 3 Tier breakdown of FastBridge - Pictorial model below) by providing the highest quality of Tier 1, Universal Interventions to the general classroom, which is preventive and proactive. However when a student is still deemed a struggling student a Tier 2 secondary intervention will be in a small group setting, meeting 3-4 times a week, with a trained Literacy teacher/ Math teacher. Tier 3 Interventions will be individualized instruction with a high-intensity rate and tailored intervention strategies.



Proactively, Math and ELA will be handled by grouping students by ability, rather than grade level, so that key basic concepts are not missed. Both the Access Literacy Phonics program, which is rooted in the science of reading methodology, and Singapore Math have internal placement systems. We believe it is more important to work with a student based on where they are when they come to us than to stick to a strict age-grade

correlation. True success leads to true self-esteem and further success; pretending that a student is keeping up does not.

Also proactively, our ELA studies will be using a specific classical series of the tried and true great books. “Good literature, for example, doesn’t introduce a child to ‘kids like me’, but to others who are better — who are just like what the child might become if they fulfill their potential for goodness.”¹ Based on the identification of struggling students, classroom teachers, Special Education teachers, and teaching assistants will provide modifications, along with possible supplemental resources.

Evaluation: Academic progress is monitored for all students with regular (three minimum) assessments throughout the school year, in addition to the New York State Testing Program assessments in Math, English, and Science in grades 3 and 5. If a student is identified as needing Tier 2 or 3 interventions, they can receive tailored instruction from the Special Education teacher or teacher assistant provided to them. Tier 2 students will have progress monitoring once every two weeks. Tier 3 students' progress monitoring will be weekly. Progress monitoring provides routine data that display student growth over time to determine if the student is progressing as expected in the curriculum. (Mellard and Johnson, 2008) At any point throughout the school year, a Support Team, consisting of the classroom teacher, Special Education/ Assessment Coordinator (SEAC), and any related service providers, can convene to discuss, identify, and plan for stronger support services and to tailor the student's overall educational program as needed.

Assessment will also be provided via the Fast Bridge system, which can be used for not only Identification and creating a comprehensive support plan, but for evaluation as well. The combination of regular assessment, Fast Bridge assessment, and continual review of the ongoing support programs will provide ample data for proper evaluation and mid-stream adjustments if needed.

¹ Why Johnny Can't Tell Right From Wrong: And What We Can Do About It (p. 168)

b. Students with Disabilities

Discuss the 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. The Institute strongly recommends that applicants refer to NYSED's Guidance on Charter Schools and Special Education in developing responses. This response must include:

- *A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances;*
- *Discussion of the relationship between the school and the district Committee on Special Education ("CSE");*
- *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), and 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.) and a brief discussion about how specifically the school would ensure that students entitled to these services would continue to receive them in a remote setting;*
- *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 in the general context of the program in addition to the goals and objectives provided in the student's IEP;*
- *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.*
- *The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.*

FLCACS agrees to abide by all assurances as listed below:

FLCACS provides the following assurances regarding the provision of special education and other services to students to be enrolled in the proposed charter school.

- *FLCACS will adhere to all provisions of federal law relating to students with disabilities including IDEA, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act ("ADA") which are applicable to it.*
- *FLCACS will, consistent with applicable law, work with Local Educational Agency ("LEA") school districts to ensure that all students with disabilities that qualify under the IDEA:*
 - o *Have available to them a free, appropriate, public education ("FAPE");*
 - o *Are appropriately evaluated;*
 - o *Are provided with an Individualized Education Program ("IEP");*
 - o *Receive an appropriate education in the least restrictive environment ("LRE");*
 - o *Are involved in the development of and decisions regarding the IEP, along with their parents; and,*
 - o *Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.*
- *FLCACS will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include coordinating with Committees on Special Education ("CSEs"); providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and, working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. FLCACS may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504, and Title II of the ADA.*
- *FLCACS will make available, as required by law, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's CSE and provide such teachers and personnel with copies of the student's IEP.*
- *FLCACS will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.*

- *FLCACS will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act ("FERPA") as they relate to students with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.*
- *The school's special education coordinator will retain such data and prepare such reports as are needed by each disabled student's school district of residence or NYSED in order to permit such entities to comply with federal law and regulations.*
- *FLCACS will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111 and will provide appropriate notification to parents in connection therewith as applicable including notifying them prior to providing a child's name to a CSE for potential evaluation.*
- *FLCACS will not convene its own CSE, make IDEA evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs, or conduct due process hearings. FLCACS understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written.*
- *Appropriate FLCACS personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the SUNY Trustees including those sponsored by the NYSED.*

Identification: FLCACS will identify students with disabilities based on working closely with the Committee on Special Education and any other relevant services to provide services for students with disabilities that are comparable to those received at a district school.

Students may be identified as having a disability either previously to FLCACS enrollment or during their time at FLCACS. For previously identified students, FLCACS will comply with the Federal Child Find requirements (34 CFR §300.125) requiring a procedure for identifying, locating, and evaluating students with disabilities. FLCACS will request student records from the home district so that the IEP is promptly initiated and to secure information necessary for the provision of services.

FLCACS will ensure that a full and individual evaluation is conducted for each student being considered for special education and related services. The evaluation will be completed before the initial provision of special education and related services will be provided and will address whether the student is a "student with a disability" in accordance with federal and state requirements and the educational needs of the student.

For enrolled students who have gone through the support systems in place for struggling students and have not shown sufficient growth, the family is first notified and the Special Education / Academic Success Coordinator makes a referral to the home school district CSE, asking for an evaluation. Once the family has been advised of their rights and has signed consent for testing, formal evaluation by the school psychologist/teacher and/or social worker will begin. An initial CSE meeting will follow to discuss the results and potential IEP.

Resources: Typically, the district shares the IEP with the charter school. We will facilitate meetings between the districts' Special Education Leader and the Charter School's Special Education Leader. These meetings will review the students' goals and progress toward these goals. Successful interventions and a general overview of the children's academic struggles and successes will be shared. Most school districts get 611 IDEA and 619 IDEA funds for all Special Education students that live in the district. The 619 is a large grant that funds OT, PT, Speech, and all the other services. The home school district employs the teachers and specialists that visit charter schools to provide those services. We will employ Special Education teacher(s) who push into classes and also provide resource room support. The number of Special Education teachers we employ is dependent on the number of Special Education students we have.

Inclusion, differentiated instruction, and interactive technology strategies will be implemented as appropriate for students identified with disabilities. Differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. This can be done for the special needs learner with or without technology. Differentiated instruction lends itself to the inclusion of all students into the general education classroom, allowing teachers to meet students where they are in order to help them achieve the highest possible standards.

All special education personnel shall be certified, endorsed, or licensed in the area or areas of assignment in accordance with 34 CFR §300.156 or appropriate state agency credentials. FLCACS will employ, minimally, one certified special education teacher. Additional special education personnel (e.g., teachers, paraprofessionals, and related service providers) will either be employed or contracted depending on students' needs at the school. Using a multi-certified and multi-strength staff will provide students with tailor-made support services to meet each individual need. Additionally, regular communication and documentation updates with students' families will be established and maintained in

order to not only meet state regulations, but in order to ensure the most effective, collaborative approach possible, fostering student success, whether done remotely or in person.

The curriculum itself is identified as a support. Students who are on the high-functioning end of the autism spectrum have been shown to respond well to the orderly, sequential mastery of topics provided by the classical model. Explicit phonics and cursive can be particularly effective for students with dyslexia or dysgraphia and aid in preventing the reversal and inversion of letters.²

As a result of the CSE meeting, FLCACS will make certain that parties are provided hard copies of the IEP. FLCACS will identify the staff responsible for recommended services, arrange for necessary resources, materials, technology, and testing accommodations, and coordinate with any outside resources. In addition to required CSE meetings, team meetings will be held every other week including: classroom teachers, School Leader, the Special Education/ Academic Success Coordinator, and possible Special Education teacher, and when deemed needed, a school psychologist and possible therapists. These professionals will consider the needs of each “at-risk” student and make continual recommendations.

Follow through will be completed by a combination of the classroom teacher, Special Education staff, and any resources provided by the district. Additional resources may include but are not limited to: mental health counseling, speech/ language therapy, occupational therapy, and physical therapy. Services will take place either in the classroom or in pull out sessions based on the IEP population.

Students with disabilities will have available to them the variety of educational programs and services available to students without disabilities, accessible facilities, and the same instructional regular school day as is provided to all other students. In addition, FLCACS will ensure that each child with a disability participates with non-disabled students in non-academic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in law.

Evaluation: The FLCACS School Leader and Special Education/Assessment Coordinator will oversee the school’s compliance with Section 504 of the Rehabilitation

² (<https://psycnet.apa.org/record/1997-05127-000>)

Act of 1973, the IDEA section 504 of the Rehabilitation Act of 1974, prohibiting discrimination on the basis of disability in programs or activities that receive Federal financial assistance from the U.S. Department of Education, and Title II of the ADA, prohibiting discrimination on the basis of disability by state and local governments. Based on the IEP population, the school will employ sufficient certified special education teachers to ensure the proper implementation of each student's IEP.

In both the development and review (and revision as appropriate) of a child's IEP, the IEP team will consider the strengths of the student and the concerns of the parents for enhancing the education of their child, the results of the initial or most recent evaluation of the child, and, if appropriate, the results of the student's performance on any state or district-wide assessment that has been administered. In addition, the IEP team will also consider special factors such as:

- whether a child's behavior impedes his or her learning or the learning of others,
- whether a student is limited English proficient and the language needs of the child as those needs relate to the child's IEP, and
- what the communication needs of the student are and whether the child needs assistive technology devices/services.

Review of the IEP will occur annually or more frequently if the student is not being successful.

Students with IEPs will have annual or periodic program reviews where progress information is shared and additions or alterations to the IEP can be made. Recommendations for goals, services, and accommodations are made and, with the discretion of the CSE chair of the student's district of residence, the final draft of the IEP is developed. Based on student outcomes (measurable test data) and family surveys (based on communication and support), the special education program will be evaluated and compared to district and state outcomes annually by the School Leader, the SEAC, and the FLCACS Board.

The SEAC, in coordination with the FLCACS Special Education teacher, will be required to attend annual training sessions specifically on identification, intervention response, and behavioral intervention, as advised by the US Department of Education Special Education Personnel Development guidelines³. The emphasis of this training should be specifically focused on the improvement of services and results for children with disabilities. The utilization of IDEA formula grants for this specific purpose should guarantee that the training needed for our personnel will be provided.

³<https://basicfba.com/behavior-specialist-training/>

c. English Language Learners

Discuss the 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 consistent with New York State required procedures 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 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;***
- How the school will make all necessary materials available to parents of ELLs in a language that they can understand;***
- How the school will make after-school and other extra-curricular programming accessible to ELLs; and,***
- The process that will be used to evaluate the efficacy of the program and instructors and ensure that the needs of ELL students are being met;***

FLCACS will comply with all applicable laws including the Title VI of the federal Civil Rights Act of 1964, the federal Equal Education Opportunities Act of 1974, and the Commissioner's Regulation Part 154. ELL students are included in school activities regardless of language proficiency.

Identification: The School will administer a home language survey to identify the first/native language(s) of all students enrolled in the school. This home language survey will be administered to ALL students enrolled in the school. The survey will be used during the enrollment process to identify the native language of each new student at the time of enrollment into the school. Documentation of a student's native language will be recorded in the permanent record. FLCACS will implement an identification procedure to survey all students in the school with the following three questions: What is the native language of the student? What language(s) is (are) spoken most often by the student? What language(s) is (are) spoken by the student in the home?

A potential ELL student can then be identified by an ELL Identification & Placement / Home Language Questionnaire given by a bilingual, ESOL teacher, or a qualified teacher trained in the needs of ELL cultural responsiveness, language development, and the needs of ELLs and who is proficient in the home language.

Based on the population, an ENL teacher or a qualified teacher trained in the needs of ELL will be hired to collaborate with classroom teachers. In the event of greater than anticipated enrolled ELL students, FLCACS will hire ELL support faculty according to need.

Support: Our curriculum was chosen partly due to its strength in phonics and grammar, which will be a natural support for ELL students. Students will be placed in a homeroom class and will be pulled out, or an ENL teacher will push in, depending on needs and subject area. Teachers will collaborate weekly on lesson plan needs and supplements. Home communication will be translated into the applicable native language when requested. All efforts will be made to include students' culture and home information in the classroom context.

While direct English instruction will occur, the student will also be able to access texts in their native language whenever possible so that they can participate in key concepts and ideas. When applicable, technology and translation tools will be used so that the homeroom teacher can better communicate with the student, depending on the level of English language knowledge and ability. Based on need, before and after school and school vacation services may be provided. To assess the need for continued services, the proficiency of ELL students will be measured at a minimum annually.

All communication with parents or guardians will be provided in the primary home language, along with work sent home with the students that require the parents' involvement. Teacher conferences and face-to-face communications, when possible, will be done with an interpreter or a bilingual teacher attending the conference. Many of the local farms have an interpreter on staff for this specific reason. Outreach and cooperation with these farms has already been discussed. In a situation where the home language is not one that is readily accessible for interpretation services, technology will be utilized to provide a means of enhanced communication.

This type of technology will also be incorporated into any remote learning program instituted, so that the student, when necessary, can listen to the lesson in both English and their native language.

If we have a significant number of ELLs, we will be eligible for Title IIIA funds. This will provide more funding for professional development, materials, and curriculum in dual languages, and other resources to support our ELL students.

All efforts will be made to encourage participation in after-school sports, clubs, and events. Teachers and coaches will be encouraged to incorporate ELL students and provide them with the necessary support in order to enable the student to participate to

the fullest extent possible. Many of the rural district schools are doing this already.

Transportation, which can be an issue in these situations due to migrant farm work schedules precluding after-school or extra-curricular activities, can be solved by simply reaching out to nearby families, the parent or student's employer, and / or their faith community. FLCACS will provide whatever support is necessary in order to avoid an ELL student from feeling isolated or deprived of an opportunity to fully participate in whatever they wish.

Evaluation: The FLCACS School Leader, Special Education/Academic Success Coordinator, and the Board will annually evaluate the effectiveness of the programming in place. This evaluation will be based on specific test data including the New York Statewide exams and classroom academic achievement.

Students will be provided with all of the assessment testing provided to the non-ELL students, only with the ELL portion incorporated into the assessment. The goal here is to obtain the most accurate data as well as not have them feel any different from anyone else in the student population. If a student persistently has a lower success rate due to the ELL scenario, an individual program (similar to an IEP) will be developed between the teacher, SEAC, Curriculum Leader, and School Leader.

Once implemented, additional evaluations will occur on a monthly basis in order to adjust the ELL-individual plan until the achievement levels have been met. Coordination with the home district may occur to share resources and meet the needs of the ELL student.

d. Gifted and Advanced Students

Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted including:

- ***How the school will identify advanced and/or gifted and talented students; and,***
- ***Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students including how the school would implement these strategies in a remote setting.***

Identification: This student may be identified, often by the classroom teacher, over time by the following traits; curiosity and extraordinary motivation, asking many questions, having a good memory, quickly retaining information, mastering reading skills early, and demonstrating strong math skills. Traits may be exhibited within a specific interest or category.

Early identification in school improves the likelihood that gifts will be developed into talents. Gifted and Advanced can be identified using universal screeners and statewide assessments, cognitive and aptitude tests, along with classroom work and grades as well.

Support: FLCACS's ability-based grouping will allow gifted students to move ahead in ELA and Math at their own pace. The teacher and Curriculum Leader will make decisions on supplemental material emphasizing problem-solving. Differentiation and acceleration are key to engaging and challenging these students. Lesson plans can be adjusted by either the content being discussed, the process used to learn, or the product expected from students to ensure that these learners can receive the instruction they need to grow and succeed.

We will also seek to create partnerships with other schools or higher learning institutions for project-based learning for gifted students. Students would be charged with completing projects that incorporate all academic areas and attempt to solve a world problem. Depending on the population of gifted and advanced students, academic-based after-school programs will be offered, as well as summer learning opportunities. Community leadership programs will also be offered to help stimulate the young mind. Community, state, and national competitions in the student's content area of acceleration and interest will be researched and implemented when possible.

In order to provide proper stimulation for gifted students, while still maintaining the standard curriculum, teachers may incorporate these students into the actual planning of additional academic supplements. Supplemental material will be provided for these

students, which both the teacher and Curriculum Leader will coordinate. These offerings will be presented as an opportunity to those identified as gifted, thus promoting achievement for all to reach above and beyond.

Evaluation: The FLCACS School Leader, Curriculum Leader, Special Education/ Academic Success Coordinator, and the board will annually evaluate the effectiveness of the programming in place. This evaluation will be based on specific test data including the New York Statewide exams and classroom academic achievement, along with student and family questionnaires.

Additional evaluations, when deemed necessary by the teacher, will be made available to this subset of students. Specifically, college achievement tests, Mensa evaluations, and STEM / STEAM proficiency will be incorporated into the evaluation process to make sure that we are allowing these students to reach their full potential, regardless of their biological age.

R-09ad Instructional Leadership

Proposals should include strategies to promote and prioritize diversity and equity within the operational, instructional, and administrative leadership and staff.

a. Instructional Leadership Roles

Describe instructional leadership (i.e. individuals supervising implementation of the academic program) 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 including a delineation of which instructional staff each instructional leader is responsible for supporting;***
- The process and criteria for identifying and selecting instructional leaders including how such criteria align with the school's educational philosophy and mission; and,***
- How instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance.***

Leadership Personnel

FLCACS is committed to establishing an instructional leadership team that will provide the oversight and support needed to implement our key design elements and a classical curriculum, staying faithful to our mission of a classical, content-rich education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue in an orderly and disciplined environment.

School Leader:

As stated in R-11ab, the School Leader will be responsible for instructional and programmatic leadership, curriculum development and implementation (with the assistance of the Curriculum Leader), and educational staffing concerns/needs as related to the curriculum. The School Leader is accountable to the governing board and will coordinate the hiring of teachers and staff, the implementation of classical liberal arts and civic-minded curriculum, and the establishment of a studious and decorous school culture. He/she will work to foster an understanding of liberal arts education and the virtues of school choice among parents and the larger community.

Robert K. Greenleaf coined the term "servant leadership" in his 1970 essay, *The Servant as Leader*. A Servant Leader prioritizes the needs of others over their own, focusing on the well-being of their employees and communities. Servant leaders help people develop and perform their best, foster a sense of belonging and purpose, and create an environment that empowers their staff. The School Leader will put others first, determining what others need and how to best equip and empower them. He/she will make relationships with parents, community members, and students. However, he/she will understand that teachers make the day-to-day relationship with students on a much deeper level. Serving the administration and teaching staff helps them to make the mission and vision come alive in the classroom. The most important people in the school

are the students and their success in large part depends on the teachers. Good mental health is achieved by feeling a purpose in one's work/mission and bonding with a group.

A school needs to be a safe place where children can learn and grow. The School Leader will meet with administration individually for 15 minutes each week. He/she will visit classrooms regularly and randomly. These opportunities will be used to observe the classroom and coach and mentor the teacher. Conversation and feedback will be related to school goals and each teacher's professional goals as discussed through one-to-one bimonthly meetings between the School Leader and the teacher. The School Leader will approach these meetings by asking questions: What is going well? What is your future vision the next time? What's missing? Have you thought about this? How can I help? Asking for feedback to build, help, and empower the academic staff will be continual.

FLCACS will have daily K-2 and 3-4 team meetings in year one and adjust the group meetings as grades are added each year. These meetings will provide teachers and staff with time to collaborate and assess student data. During this time, teachers will meet to discuss improving classroom strategies, sharing teaching practices, interpreting data assessment, and developing individual learning plans to address student needs and other topics as they arise. Meeting daily allows teams to also reflect on what worked and didn't work that day, which kids need something different, adjust for tomorrow, group and regroup students, reward students for showing virtue, contact parents, and plan project-based learning. Teaming allows the time for teachers to ensure that our target student populations are having their needs met. If it's not possible to meet daily when the students are in school, then meeting before or after school will work, as long as it is structured as part of the teacher work day. The School Leader and Curriculum Leader will attend and participate in team meetings.

Coaching and mentoring will be ongoing. Every teacher will be seen, heard, and known. The Curriculum Leader and/or experienced staff members may mentor other teachers who are new to FLCACS and those who may have received a below benchmark review. Regardless of performance, every month each teacher will have the opportunity to observe another classroom for half the day and use the other half to complete tasks, do academic prep, communicate with parents, etc. Mentors will help teachers understand and utilize evidence-based instructional practices.

The School Leader will have final ownership of all mentoring practices. He/she will determine who needs mentoring and provide them with a performance plan with measurable goals. He/she will have complete responsibility for all educational personnel matters, including the authority to hire (teachers, educational support staff, administrators), assign, promote, discipline, and terminate school employees who do not adhere to New York State law and/or FLCACS policy. He/she will (with the assistance of the Curriculum Leader) keep up to date on all current curricular and educational thoughts, trends, and practices. He/she will make professional development opportunities available

to the school staff and conduct systematic performance evaluations of school personnel, who will be held to a high level of qualification and performance.

Curriculum Leader/Mentor:

The Curriculum Leader will provide for the integrity of the classical curriculum. He/she will work directly with the School Leader concerning all curriculum decisions, development, and implementation. The Curriculum Leader will provide curriculum support for all teachers and mentor new staff in classroom instruction. This person will research professional development events and discuss and approve them with the School Leader.

At times, professional development event participation will be limited to the Curriculum Leader. Upon returning, it will be their responsibility to disseminate the ideas and specific instruction gained to the rest of the educational staff.

The process for developing the selected curriculum will be based on three areas. First, the initial choice, as described in R-06, will be used as the curriculum map and for the choices made for classroom instruction and academic material.

Second, the Curriculum Leader will be floating from classroom to classroom, ensuring the integrity of the classical curriculum by encouraging, modeling, and observing in order to provide feedback.

Third, the School Leader, Curriculum Leader, and Special Education/Academic Success Coordinator (SEAC) will use these observations and the chosen assessment tools to evaluate and analyze the data, then proceed forward with any adjustments deemed necessary to the curriculum based on these results.

Special Education/Academic Success Coordinator (SEAC):

The SEAC's primary role will be to oversee the Special Education Program. He/she will be certified in special education and work closely with all special education teaching assistant(s), the ENL teacher or qualified teacher trained in the needs of ELL, Teacher Aides, the School District CSE (in conjunction with their principal), and any special education contracted services. All 504 and IEP scaffolds, modifications, and supports will be followed.

All decisions by the SEAC will be communicated with the School Leader who reserves final decision-making. The SEAC will also assist the School Leader and Curriculum Leader in overseeing and coordinating the school's curriculum development and

specifically its student assessment program and modifications needs for Special Education students.

Implementation will begin immediately with baseline student data and continual self-assessment based on measurable evidence of student success. The School Leader, Curriculum Leader, and SEAC will use the chosen assessment tools [Aimsweb, Fast Bridge, STAR assessments for reading and math, and Acadience DIBELS] to evaluate and analyze the data, then based on these results, proceed forward with adjustments in instruction or additional support for the specific needs of at-risk students.

Selection of Leaders

FLCACS recognizes that hiring a highly qualified instructional leadership team is essential to the FLCACS mission. A hiring committee will be a top priority, immediately following acceptance from the authorizer. This committee will initially and minimally consist of the Chair, the Vice-Chair, and possibly some board consultants. In order to find a highly qualified School Leader, a regional and national search will begin. The philosophy of a Servant Leader will be communicated and sought.

Once the School Leader is hired, he/she will be part of the hiring committee and will assist in the process of finding a Curriculum Leader and Special Education/Academic Success Coordinator (SEAC). Job descriptions will be posted on job search websites, such as Indeed.com, charter school websites, and regional newspapers.

Networking with other schools, such as Truxton Academy, will also be done. A particular emphasis will be placed on advertising in the realm of higher education at colleges and universities with strong liberal arts and science programs.

All teachers will be required to meet or exceed the expectations for New York State certification and follow all federal and state employment laws and comply with necessary background checks and fingerprinting. As a classical school, FLCACS will preferentially hire teachers who are familiar with and support the classical model of education.

Job qualifications will include, but are not limited to: advanced degree in education; core knowledge in classical education, experience implementing the elementary New York State standards, and knowledge of special education law for the School Leader (and SEAC).

For the SEAC, we will be looking for additional certification in Special Education, experience developing/conducting professional development, and successful experience working with struggling learners, the economically disadvantaged, and students with disabilities.

All applicants should have strong written and oral communication and excellent collaboration, observation, and evaluation skills. A minimum of two professional references will be contacted and background checks and fingerprints will be conducted

for all finalist candidates before an offer of employment is extended. FLCACS is committed to the principles of Equal Opportunity and Affirmative Action and will not discriminate on the basis of race, color, creed, religion, national origin, sex, age, veteran's status, sexual orientation, or disability. All school employees will be required to submit a fingerprinting clearance in conjunction with the laws of New York State.

Leaders' Monitoring of Effectiveness

Instructional leaders will monitor the effectiveness of the academic program through regular classroom observation and the solicitation of feedback from teachers, students, and parents. Students' scores on assessment data will be tabulated and analyzed. All students' academic performance will be assessed and tracked at the beginning of the school year, at regular intervals throughout the year, and at the conclusion of the final quarter. Special Education students and at-risk students' academic performance will be monitored more frequently to determine the effectiveness of interventions and Individualized Education Plans (IEPs) so that if modifications need to be made, they are done so in a timely manner.

b. Teacher Support and Supervision

Describe the school's approach to ongoing individual teacher supervision and support including (but not limited to) coaching and feedback systems and supports to ensure highquality instructional planning and implementation. The response should include a clear outline of how and when specific school leaders will conduct their support of individual teachers explaining the frequency of different forms of support teachers can expect on a regular basis (e.g. the frequency of classroom observations and feedback, length and substance of other development meetings such as one-on-ones). This response differs from 10c in that this response should focus on supports individual teachers receive to foster their instructional development, as opposed to 10c which focuses on supports that all teachers or particular groups of teachers will receive.

Individual Teacher Supervision:

The School Leader will be directly responsible for individual teacher supervision. Staff development days prior to school opening will be spent on classical education overview, specific content areas, and Socratic methods. All school instructional personnel will report to the School Leader. He/she will ensure that teacher inputs are regularly communicated to the governing board. The Leader and the governing board will determine how to best address teacher input regarding school governance.

The School Leader will work with the Curriculum Leader and SEAC in all areas of management and curriculum development in relation to student services. The School Leader will develop and monitor instructional planning and implementation throughout the school to address necessary adjustments during the school year.

Lesson Study may be used for coaching and mentoring. This is designed to help teachers produce quality lesson plans and gain a better understanding of student learning. Within the Lesson Study, the team collectively plans, teaches, observes, revises, and shares the results of a single class lesson.¹

The School Leader will visit classrooms regularly and attend grade team meetings. These opportunities will be used to collect evidence related to each teacher's professional growth goals and evaluate the implementation of staff development training into practice. As mentioned above, the School Leader will visit classrooms randomly and regularly. He/she will work with each teacher to identify and monitor individual goals, facilitate individual and team meetings, and provide ongoing coaching and mentoring. Every teacher will be seen, heard, and known. Teacher evaluations, including oversight of lesson plans, will be completed by the School Leader (and with the Curriculum Leader and/or SEAC for Special Education Teachers) using the Danielson Rubric².

¹ Lewis, C., Perry, R., & Hurd, J. (2004). A deeper look at Lesson Study. *Educational Leadership* 61 (5); and Lewis, C., Perry, R., Hurd, J., & O'Connell, P. (2006). Lesson Study comes of age in North America. *Phi Delta Kappan*, 273-281.

² <https://www.uft.org/sites/default/files/attachments/danielson-rubric.pdf>

This rubric, incorporated by the UFT and the NY Department of Education, breaks teacher effectiveness down into four parts. The first is Planning and Preparation incorporating the following description:

“Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students’ prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.”

The second aspect of the rubric is the Classroom Environment and is summarized as follows:

“Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher’s handling of infractions is subtle, preventive, and respectful of students’ dignity.”

The third aspect of the rubric is Instruction and is briefly described this way:

“In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher’s feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.”

And the fourth and final aspect of the rubric is classified under Professional Responsibilities which are laid out in the following manner:

“Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they

communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all."

Each of these aspects is evaluated by the School Leader, Curriculum Leader, and the SEAC during the classroom visits and weekly meetings. The School Leader will take charge of the first aspect in aiding the teachers with the Planning and Preparation portion of their job. As deficiencies are identified, a combination of additional training, assistance, and alternative professional development will be offered by the School Leader. Determination of the type of deficiency, whether it be knowledge-based (insufficient knowledge of the material being taught) or instructional-based (inability to plan and engage students in the material), will be determined by the School Leader and an individual program will be devised to help the teacher in their growth. If the deficiency tends to be more knowledge-based, the Curriculum Leader may also be asked to assist.

The SEAC will take charge of the Classroom Environment aspect of the program, specifically if the teacher, while competent, is having a difficult time reaching the students, showing empathy, or having difficulty managing behavior. The SEAC's experience in setting up IEPs for at-risk students and special needs children will enable them to assist the teacher who happens to be struggling in this area.

The third aspect of the rubrics' view on successful teaching, the actual Instructional techniques incorporated, will be the responsibility of the Curriculum Leader. Being fully immersed in the school's curriculum, the Curriculum Leader will be able to assist the teacher in aspects of each subject to determine the best ways to engage the students, ask the proper questions, and get the students to work at learning rather than waiting for the teacher to do everything for them. Especially when working with a Classical Curriculum, questioning, reasoning, and investigatory thought are key elements in the learning process. Stimulating this may end up being nothing more than finding different aspects of the subject to explore in order to grab the student's attention and desire to learn.

The final aspect of the rubric, Professional Development, will fall back into the realm of the School Leader. A bored teacher is an ineffective teacher, and even the best teacher can lose interest if they themselves are not intellectually stimulated. It is the job of the School Leader to make sure that each teacher not only has a goal for their professional development, but is given the tools to achieve that goal. The School Leader is the person who can manage that aspect of the day-to-day life in school so that the needs of the teachers' development are met.

Each team meets weekly with the School Leader, Curriculum Leader, and SEAC to examine data and determine guidelines for pacing to cover desired curriculum

checkpoints as well as discuss the items mentioned above. Teachers will bring forth any students with behavioral or academic concerns. As mentioned, the Curriculum Leader and SEAC will work with teachers to implement best practices to assist students in achieving individualized learning outcomes.

If the instructional staff seems to require more direct support, the School Leader and Curriculum Leader will work with them to implement best practices as designated in the Danielson rubric and NYS Standards, aligning with the FLCACS mission and purpose.

Working in small group meetings allows teachers to collaborate with one another to discuss learning goals, plan an actual lesson (called a “research lesson”), observe how their ideas work in a live lesson with students, and then report on the results so that other teachers can benefit.

The Danielson team developed these essential components for teaching: (1) Demonstrating Knowledge of Students, (2) Engaging Families and Communities, (3) Creating Environments of Respect and Rapport, (4) Managing Routines and Procedures, (5) Using Assessment for Learning, (6) Planning Coherent Instruction, (7) Using Questioning and Discussion Techniques, and (8) Engaging Students in Learning.

c. Professional Development

Describe how the schoolwide professional development program (i.e. all staff PD sessions, specific group PD sessions such as planning meetings, new teacher trainings, etc.) will assist teachers in meeting all students’ academic needs and school goals including:

- ***An overview of the frequency and format of 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, highly effective teachers, and teachers of all subjects, including teachers of students with disabilities and ELLs; and,***
- ***The process for evaluating the efficacy of the professional development program.***

The Core Knowledge Foundation has developed the Train-the-Trainer series which follows a two-part hybrid model that requires participation in online modules along with a three-day, face-to-face institute. Throughout this offering, participants engage in deep learning around the key tenets of each workshop, have an opportunity to practice teaching specific sections, and walk away with a set of training materials (e.g., Instructor Guides and PowerPoints) that they can use/adapt at their site.

The Core Knowledge Foundation is pleased to announce our **Train-the-Trainer** series. This offering prepares district/school personnel to effectively deliver Core Knowledge workshop materials at their sites. Workshops include:

- “What is the Core Knowledge Approach” [grades K–8];
- “Getting Started with Core Knowledge History & Geography (CKHG)” [grades K–6]; and
- “Getting Started with Core Knowledge Science (CKSci)” [grades K–5]

Access Literacy provides training for schools using Literacy Essentials: The Journey from Spelling to Reading. They offer a four day in-person literacy training for all new teachers and teachers who have taught this curriculum one year, which consists of four units scheduled over four 6-hour days. They also offer school visits for teacher observation with feedback, grade level teacher meetings and administrator consultations. “In general, site visits require two days: a day for observation and a day for feedback. Schools new to Literacy Essentials benefit greatly from receiving input early in the fall semester to be sure implementation is going smoothly and to establish best practices. We also recommend a second visit in the first year at the beginning of second semester. This visit aims to observe and support teachers as they now integrate all the literacy components. As well, we will observe and offer feedback to support intervention strategies for struggling students.” <https://www.accessliteracy.com/services> Online support is also available for implementation questions, professional development, teacher coaching, special education questions, and administrative support to oversee implementation and teacher oversight.

EastWestMath provides instruction and resources for administrators and teachers, specializing in the Singapore Math and Lesson Study training for teachers. They offer interactive teacher training on-site and online. Topics covered include all essential and advanced topics of the curriculum, including CPA, number sense, bar modeling, fractions, and others. They specialize in virtual learning and helping teachers create engaging math instruction that meets the needs of diverse learners and remains true to the essentials of the Singapore model in a virtual environment.

There will be a four day deep dive for all new (the first year will be all) staff, covering Core Knowledge, Access Literacy, Singapore Math, and discipline baseline of what good teaching should look like.

FLCACS has planned for 10 staff development days throughout the school year. In the first year, establishing a positive school-wide culture of success will be a top priority. Aligned with our school mission to provide a “**classical, content-rich education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue,**” the professional development plan will include: a teaching-the-teachers session both prior to school opening and at the conclusion of the academic year, with more full staff development days during the school calendar; monthly professional

development staff meetings; weekly team meetings; ongoing coaching, mentoring, and Lesson Study; and summer staff development for FLCACS Board and Administration.

Using the National Comprehensive Center for Teacher Quality's **High-Quality Professional Development for All Teachers: Effectively Allocating Resources**²

(<https://files.eric.ed.gov/fulltext/ED520732.pdf>), FLCACS's plan contains all five of Archibald, Coggshall, Croft, and Goe's characteristics of high-quality professional development, including:

1. Alignment with school goals, state standards, assessments and formative teacher evaluation

Through the school decorum, the reading of great works in literature and history, and the study of heroes and heroines, students will analyze, grapple with, and contemplate important moral and intellectual questions. They will learn to evaluate situations with sound judgment, recognize good behavior, and make personal decisions that embody and emulate virtue. When teachers model excellence and have high expectations of students' behavior, students will rise to the occasion.

In order to ensure the rigorous intellectual and character formation of students, only teachers who meet the following, but not limited to criteria, will be considered for hire:

- Candidates must have successfully completed a rigorous course of studies at a four-year college or university.
- Candidates for middle school teaching positions must have majored in the subjects they wish to teach, or have equivalent experience and knowledge.
- Candidates must be knowledgeable or willing to learn about the classical method of education.

The school will identify professional development topics based primarily on CoreKnowledge, Access Literacy, and Singapore Math training as well as the lacking knowledge/training of the staff. All teachers will undergo continual in-house development in classical methods and content, as well as further study in their individual fields of expertise. This continuing education will benefit students in two ways: the teachers become better at their vocation as well as modeling to the students the value of lifelong learning and personal development.

² Archibald, S. (2011). High quality professional development for all teachers: Effectively allocating resources. Washington: National Comprehensive Center for Teacher Quality.

FLCACS's concept that we are all one team, working toward the same goal, will be reinforced by our consistent message on what to teach and how to teach it. However, we must take into effect the following:

- What the teachers have already learned via prior training and development courses.
- Ongoing communication between teachers on the team and the School Leader.
- How our content and message align with state standards and assessments.

Part of FLCACS teacher development sessions will attempt to address these issues, first by identifying what other members of the team have learned, their thoughts on those experiences, and how and where those concepts, which may be unfamiliar to our current strategy, could benefit the team.

A robust discussion of these issues will aid in the continual morphing of our development strategy, as each perspective will help to enlighten the team as a whole. This will lead to addressing the second topic: ongoing communication.

By addressing each other's prior experiences, we will help develop a dialogue that should increase communication between teachers and also give the School Leader a perspective on what he/she is dealing with in attempting to provide integrity to the curriculum and reinforce the core values of the school as a whole and the goals of the team. This knowledge will be critical to each other being able to discuss differing teaching techniques more open-mindedly and being able to evaluate the various methods in our attempt to improve overall educational success.

The determination of that success will be in evaluating how each of our development strategies not only helps to promote our core mission, but also aligns with the state assessment standards. Input from all of the teachers, combining the various experiences they have had, both in class and in training, will help the entire team refine their methods to make sure we maintain fidelity to the mission while still achieving the assessment standards.

2. Focus on core content and modeling of teaching strategies

FLCACS training and support on the topics of **Core Knowledge, Access Literacy, Singapore Math, Socratic Seminars, Scaffolded Learning, Teacher-Centered Learning, and Character Development** will be a priority. Additional Professional Development Opportunities may occur on-site or by attending local, state, and/or national conferences.

Core Knowledge provides both lesson plans and an overview of topics for each grade level in the areas of language arts, history and geography, visual arts, music, mathematics, and science. FLCACS will strive for appropriate training so that all school personnel will implement the curriculum correctly and are given the greatest possible support to accomplish this implementation. As each component of the curriculum is learned, professional development in scaffolding, differentiated instruction, and cognitive approaches to learning will be targeted, along with strategies to enhance memory.

Core Knowledge provides a curriculum that is sequential. The Core Knowledge Sequence presents a grade-by-grade specification of topics that are built upon prior knowledge, or what students already know. It is a sequential building of skills and knowledge that is clearly defined. For example, a state standard might state the following as a unit objective: United States: Understand connections among historical events, people, and symbols significant to United States history and cultures. Describe local events and their connections to national history. It does not identify which events, which people, or which symbols. By contrast, the Core Knowledge Sequence specifies all the important components that address “What do our children need to know?”

By utilizing a sequential method of delivering instruction, gaps will be less likely to occur, and there will more likely be a commonality and consistency in what students are learning from grade to grade. Again, within the traditional school systems, while classrooms may follow curriculum maps based on the standards, there can easily be gaps between what teachers are teaching and in what order. In addition, there is a tendency to teach what will be tested on the Standard Based Assessments, which results in important topics being left out.

What is being taught to students can be unclear and confusing to parents. Core Knowledge supplies the specificity of what should be taught, and all teachers follow a horizontal and vertical alignment of these specific topics.

Access Literacy is a multi-sensory and brain-based approach to teaching explicit phonics, reading, spelling, language arts, and composition. The time-tested, multisensory, brain-based approach that addresses virtually every student’s learning style is this method (The Writing & Spelling Road to Reading & Thinking). Access is appropriate for teaching all students the explicit phonics, reading, and language arts they must learn in order to succeed. Access Literacy provides a strong foundation for students who exhibit academic progress and will be an effective remedial program for students with academic challenges.

Identifying students who need academic assistance is an ongoing process. We will maintain the rigorous curriculum designed for each grade but modify methods and practices to ensure all students are achieving at grade level. ELL students will also benefit because Access Literacy provides limited concepts at a given time and is practiced until students achieve mastery. We believe one of the best forms of remediation is through a solid phonics program.

Access Literacy is an “explicit” phonics approach, which incorporates phonics-based spelling with a rules system dating from the Webster-Oxford standardization of English spelling, and also provides phonemic/graphemic correspondences from contemporary dictionaries, enabling students to learn correct spelling as well as accepted pronunciations.

The Access Literacy program is based on visual, auditory, and kinesthetic approaches. For example, when students are learning letters and sounds, they will see the symbol(s) and hear the teacher say the sound(s); they repeat or say the sound(s) and write the symbol(s) from dictated oral instructions. Students also learn syllabification, oral vocabulary, and comprehension. The written language component aligns with the reading component as students learn spelling, cursive writing, creative writing, spacing, margins, orthography rules, vocabulary grammar, syntax, punctuation, and capitalization.

Access Literacy is a comprehensive program where reading and written language are taught in ways that reinforce each other. This program emphasizes strategies that are very effective with all students, including students experiencing learning difficulties. Its origin is based up a model developed by Samuel Orton (Orton-Gillingham) to teach students with dyslexia and other reading disabilities and teaches both skills in a comprehensive and integrated manner so that reading and written language skills are reinforced.

Access Literacy also has several tools available for introducing an informal exposure to Latin into our early grades. The resources provide for easy implementation on the part of the teacher. They are sequential and logical. The science behind this method will not only be at the core of curriculum training prior to school opening, but throughout the school year and in conclusion as well. The School Leader, Curriculum Leader, and SEAC will receive outside training to master this program and to provide the proper teacher training for classroom instruction.

Singapore Math contains different elements that comprise daily lessons (mental math, teacher-directed, guided practice, activity, and independent practice) that align with their conceptual and skill-building framework for teaching math. What needs to be included in a lesson, how the lesson is introduced and presented, how it progresses from the concrete to the abstract, and how to differentiate for students is clearly presented in a logical sequence that needs to be followed. Mastery of the material is expected before students move from one level to the next level.

Singapore Math must be followed with fidelity in order for students to be successful. Teachers will be trained in assessing students, placing students in the appropriate skill groups, and implementing the lessons using the Singapore strategies and methods in

foundations of number sense and foundations of model drawing. Teachers are also trained in the implementation of effective Singapore Math strategies in their classrooms.

English Language Learners (ELL) will benefit from Singapore Math's clear and simple explanations of math concepts as well as the program's detailed instruction, questions, problem-solving, and visual and hands-on aids (blocks, cards, and bar charts). Students cannot move on to the next level until they master the material. A strong math foundation early on ensures students will be successful later.

The **Socratic Seminar** is a method of teaching designed to engage students in intellectual discussion by responding to questions using questions instead of answers. Prior to conducting a seminar, students are given a text to read. After the text has been read, open-ended questions are asked. Training will also focus on: what texts will be assigned that will support the mission; how to formulate engaging questions that will encourage thinking, analyzing the meaning, and a clear expression of ideas.

Students will deepen their understandings, solidify their knowledge, and reflect on their learning experiences, thereby developing critical thinking skills. Students need to be able to reflect and talk about their learning experiences so that the learning becomes more engaging and meaningful. Learning to communicate respectfully and effectively in school will have positive implications for their lives outside of school as they are being exposed to learning lifelong skills.

Learning Strategies. Strategies such as memory-directed tactics help produce accurate storage and retrieval of information. Examples include the use of mnemonic devices (HOMES or rhymes such as "30 days hath September...") and comprehension-directed tactics that aid in the understanding of the meaning of ideas and their interrelationships (e.g., teaching students to formulate questions or how to take notes). All students can learn more effectively and become independent learners if they learn how to organize, store, and retrieve information.

The purpose of **Scaffolded Learning** is to provide teacher support to students who are having difficulty learning a new concept/skill. An example is that a teacher may demonstrate or model a concept/skill to a student in addition to just giving verbal or visual instructions. Core Knowledge, Access Literacy (explicit phonics), and Singapore Math were selected because these programs are designed to build foundations of knowledge in the elementary years.

Because children learn by building on what they already know, this curriculum will benefit students with varying learning abilities. Emphasizing foundational skills and rich content, teachers can not only effectively bring students with academic problems up to grade level but also strengthen the knowledge base and challenge the academic potential of every student at grade level.

Research consistently shows that the classroom teacher is the single most important school-based factor in a student's academic growth. A Teacher-Centered approach consists of structured, guided, and independent practices. Ideas and practices are introduced in an order carefully developed to avoid confusion and to facilitate generalization. All skills are specifically, thoughtfully, and intentionally taught. A teacher-driven approach is used to help students gain the basic reading, writing, and math skills they will need before proceeding to the more advanced curriculum. With a teacher-centered, knowledge-driven approach, we will expect to see results similar to those where direct instruction is used.

A review of 37 studies of direct instruction reflected that direct instruction students scored at the 81st percentile on end-of-unit exams (George Adams and Sigfried Engelman, 1996). In more recent studies done in urban schools that had high percentages of minority and low socioeconomic students, the percentage of students reading below grade level declined, while that of students reading above grade level increased. Similar results occurred in math. The largest gains, however, were with the limited-English proficient learners (Source: Psychology Applied to Teaching, Snowman/Biehler, 11th Edition, 2006).

FLCACS will provide training to help staff support students in the development of ***Moral Character***. Training will focus on: behavior management, conflict resolution, bullying, and effective communication. Training will also include how to integrate opportunities to discuss and model virtuous behavior within the curriculum and techniques on ethical reasoning.

As did the leaders of the ancient republics, America's Founders knew that the maintenance and prosperity of a free republic depends upon the character or virtue of its citizens. They also understood that virtue or character is only "the result of habit and long training." (Thomas Jefferson to Edward Everett, March 27, 1824) Virtue is instilled only by learning, observing, and practicing them. Therefore, instruction in the virtues is an essential part of education.

3. Inclusion of active learning of new teaching strategies

New teaching strategies may be introduced using the seminar and lecture style, but the importance of active learning needs to be recognized. It has been found that employing new strategies by practicing what the teacher heard in the lecture in their classrooms, observing other teachers, conducting demonstration lessons, leading group discussions, and reviewing student work with colleagues all help to foster greater teacher development and effectiveness. Active teacher methods may be utilized to aid in our teachers' development in conjunction with instruction from outside consultants, and then reinforced by working with in-house staff and school leadership.

Follow-up after the initial period of learning will be done by the School Leader and/or the SEAC. Evaluation of these methods will be discussed among the staff at our team meetings. The incorporation of these techniques will then be determined based on that evaluation.

4. Provision for teacher collaboration

The School Leader and Curriculum Leader will develop a school professional development program for new and continuing teachers, administrators, and other staff. The purpose will be to ensure that teachers who are new to the school are able to effectively implement the school's curriculum and to be a part of a culture of continuous improvement. The professional development program will have the following general structure:

- Needs assessment
- Goal setting
- Improvement
- Assessment

5. Embedded follow-up and continuous feedback.

The School Leader will provide feedback to teachers and staff throughout the year, including professional development staff meetings. Ongoing professional development will be embedded into staff meetings as indicated in the *Proposed School Calendar*. This will give staff time to review student academic performance data and adjust instruction according to student needs. Staff may address operational aspects of the school and share effective instructional practices.

Summer Staff Development for School Board and Administration

Each year, the School Leader, Curriculum Leader, SEAC, and FLCACS Board will attend a full one-day retreat during the month of July or August, where they will develop a set of strategic goals to help them and the school move toward fulfilling their vision for FLCACS's future. The School Leader and/or the Board President will annually attend a state and/or national leadership or charter school conference.

Evaluation and Review of Professional Development

Evaluating the impact of professional learning activities is integral to ensuring the effective allocation of resources. Professional development needs to: provide measurable evidence of effectiveness and efficiency; facilitate program improvements or decisions to continue, adjust, or discontinue; ensure that teachers' time and investment were well spent; advance learning.

High-quality *process evaluations* should go beyond collecting end-of-activity questionnaires and may include questions on how the implementation was facilitated, whether there were sufficient resources for implementation, and whether problems were addressed quickly and efficiently. This type of evaluation will be utilized by our School Leader, Curriculum Leader, and SEAC and worked into our ongoing staff development.

Impact evaluations combine the components of a process evaluation with a determination of whether and to what extent the professional development program results in the desired short and long-term outcomes. This type of evaluation will be incorporated into our end-of-year staff development, discussed first on an individual basis, and then as a group, to determine the veracity of the evaluation and then make a decision on the steps needed to move forward.

Finally, *cost-benefit analyses*, which estimate the extent to which a given course of action yields benefits greater than the financial costs, will be conducted between our School Leader, Business Manager, and Board Treasurer. Specific seminars, training programs, and mentoring programs will be evaluated against assessment standards, alternative programs, and teacher turnover rates. The School Leader's insight into the effectiveness of the program, combined with the Business Manager's knowledge of available options, and the Treasurer's understanding of available resources, should help generate an effective analysis to move forward while maintaining fiscal responsibility.

d. Teacher Evaluation and Accountability

Describe how the school will formally evaluate teachers and hold them accountable for student achievement. If established teacher evaluations systems (e.g., Danielson rubric) would be used, the response should explain how the particular system was chosen and how it aligns with the overall proposed mission and academic program. This response should also include:

- ***An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in staff members; and,***
- ***A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.***

Full-time employees will be formally evaluated at least once annually. New teachers will be given an initial evaluation in the second quarter followed by a more formative evaluation in the fourth quarter. The School Leader and SEAC will be evaluating teachers on an ongoing basis, but formative evaluation will incorporate the entire year and take into account assessment standards, improvements, and mentor reports.

The FLCACS Board will evaluate the School Leader based on an internal Board evaluation, effectiveness (testing, enrollment, etc.), interaction with parents, students, and teachers (anonymous surveys), and the overall performance of the school (school report card).

The Curriculum Leader, SEAC, and teachers will be formally evaluated against criteria in their job description and using the Danielson Rubric. In addition to the annual formal evaluation, FLCACS will use frequent, informal evaluations, particularly in the case of employees new to the school. Employees are expected to be a genuine part of the conversation toward improvement. Regular evaluations should give rise to individualized performance goals for all staff. This entire process is one part, but an important one, of a larger system of performance management that includes training and professional development.

The school will follow a well-known evaluation system, the Charlotte Danielson Rubric, designed to help districts promote a common definition and understanding of excellence in teaching, one that everyone (teachers, administrators, and the larger community) can easily comprehend. FLCACS will customize this framework for teaching for the school community. A description of this rubric can be found at:

<https://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/danielson-teacher-rubric.pdf>

Planning and preparation:

- Applying knowledge of content and pedagogy
- Knowing and Valuing Students
- Setting Instructional Outcomes
- Using Resources Effectively
- Planning Coherent Instruction
- Designing and Analyzing Assessments

The Learning Environment:

- Cultivating respectful and affirming environments
- Fostering a Culture for Learning
- Maintaining Purposeful Environments
- Supporting Positive Student Behavior
- Organizing Spaces for Learning

Learning experiences:

- Communicating about purpose and content
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment for Learning
- Responding Flexibly to Student Needs

Principled teaching:

- Engaging in reflective practice
- Documenting Student Progress

- Engaging Families and Communities
- Contributing to School Community and Culture
- Growing and Developing Professionally
- Acting in Service of Students

This teacher evaluation rubric is designed to help districts promote a common definition and understanding of excellence in teaching which leads to the best results in learning. This system appears to be a good fit for our program based on the emphasis on solid understanding of content and the synthesis of content from different areas. We have provided a budget allotment for merit-based pay to attract and retain the best teachers.

R-10a Culture and Discipline

a. School Culture

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;*
- *Any specific programs and methods the school intends to implement to support the social and emotional development in students and rationale for their selection;*
- *Any specific programs and methods the school intends to implement to support teachers and other staff in creating and sustaining an equitable school culture and the rationale for their selection;*
- *How the school will maintain a safe and orderly environment.*
- *How the school will instill the culture and expectations with board members, staff, students, and families.*

Consistent with its mission to develop students with good character and virtue, Finger Lakes Classical Academy Charter School adheres to the following motto: *I will seek the truth, do the good, love the beautiful.*

Student self-discipline and a sense of purpose develop from consistent expectations in the school climate and culture, and from the habitual practice of virtues. All policies regarding student conduct and discipline flow from the general principle that students must fully engage themselves in the education offered to them.

Discipline at FLCACS serves our educational mission. The establishment of a strong and vibrant culture at FLCACS is not only a necessary condition for educational success, it is also a support to FLCACS's core virtues of **temperance, fortitude, justice, and prudence**. Each month of school will emphasize a virtue derived from one of the core virtues. Starting with the School Leader, this virtue will be defined, discussed with examples from history, literature, and life, and practiced and recognized in the classroom.

The foundation of discipline and order at FLCACS is the realization that a civilized learning environment demands certain fundamental norms of ethics and orderly behavior in order to fulfill its mission. The intent to create a disciplined community is evidenced in three primary areas.

1. The **physical environment** starts with high expectations of cleanliness and orderliness from both the staff and the students. Staff is expected to be professionally dressed, on time for their workday, fully prepared for the academic day with their students, and clearly define and enforce the rules of good classroom organization for themselves and their students. FLCACS welcomes children into its program with the understanding that they will be in proper uniform, on time for class, expected to complete their assignments, and prepared to follow the rules of

good classroom organization defined by the administration and their teacher. A climate of respect includes maintenance and custodian workers.

2. Hiring **exceptional administrators, teachers, and staff** who are competent, energetic, and disciplined is key. Freedom within the framework of responsibilities that are clearly defined in the student handbook and by the individual classroom teachers breeds self-discipline and self-respect. Mediocrity is not the goal. A high premium is placed on the teacher's personal investment in the student. The school emphasizes the dignity of the teachers and students and a culture marked by strong ethics, caring authority, and the pursuit of truthfulness, goodness, and beauty. Within that framework, rules, regulations, and consequences are mere means to an end. FLCACS expects teachers to expend considerable energy leading and directing the students with their educational goals. FLCACS also expects teachers to encourage students when tasks are difficult and to sincerely praise students for work well done. The Board's hiring of the School Leader and Business Leader will include extensive outreach and a thorough set of interviews. The hiring of teachers and staff by these quality leaders will as well.
3. **Well-thought-out and accountable systems** include regular and consistent assessment and review to emphasize and project what works as well as eliminate or modify what doesn't. They are also forward thinking and include time for the discussion of potential problems. The Family Handbook will be available to students and parents upon enrollment and posted on the school's website. Parents and students must sign a document that they have read and understand the expectations set out in the Family Handbook as part of the enrollment process. In addition, they will be expected to abide by and sign a Parent Student Contract (found in R-10b). Student self-discipline and a sense of purpose develop from consistent expectations in the school climate and culture, and from the habitual practice of virtues. All policies regarding student conduct and discipline flow from the general principle that students must fully engage themselves in the education offered to them.

Students who do not live up to these fundamental expectations should be, and will be, corrected. In most cases, verbal correction is sufficient. However, if it is not, further penalties may be required while assessing and distinguishing between academic deficiencies, which are addressed in a different manner, and nonacademic misbehavior.

The goal of positive intervention and support is to eliminate challenging behaviors and replace them with pro-social skills. To be most effective, it involves data-based decision making using functional behavioral assessment and ongoing monitoring

of the impact of interventions. Harsh punishment and zero tolerance policies have not been effective at either improving the behavioral climate in schools or preventing students with problem behaviors from entering the juvenile justice system. Failure to implement the Individuals with Disabilities Education Act (IDEA), due to a lack of incentives or negative attitudes toward children with challenging behaviors by administrators, policymakers and school personnel, is unacceptable. Students should not be excluded from school based solely upon inappropriate social behavior. Appropriate services can be readily accessed and can modify many of these behaviors, leading to more positive outcomes.

Problem behavior continues to occur because the child is getting some secondary gain or is escaping something negative. By focusing on the contexts and outcomes of the behavior, it is possible to determine the functions of the behavior that can make the problem behavior less effective, and make the desired behavior more functional. This should be a collaborative effort among the child, parents, teachers, peers, counselors, and administrators; all partners should be committed to its implementation.

FLCACS is committed to creating positive and meaningful relationships between teachers, students, and parents. We have created a "House System" to ensure that students' individual needs are cared for and parents feel valued and involved. It will allow us to better respond to the specific populations FLCACS intends to serve. Our house system is a mentor program, where the House Leaders are responsible for the academic, social, and emotional well-being of their 12-15 students throughout the year. The House Leader is expected to be the contact for all communication home, intervene if one of their house students is struggling academically or socially, and build relationships with each of their students.

Students and teachers first interact in Forum at the beginning of each day. In morning Forum, the house teachers will greet their students to start each day with a positive interaction. Forum is not only a time for teacher and student announcements, but is also an opportunity to recognize students for academic achievements, birthday recognition, and acts of virtue and random acts of kindness. These recognitions convey to the students that they are important and valued by their teachers and School Leader.

Teachers (who are also House Leaders) will meet in grade-level Teams daily to reflect on how things are going with individual students and the overall program. Assessment data will be analyzed. Possible adjustments to individual student programs will be discussed. Teachers will also update and plan for special curriculum days based on student need and interest. These days will enable us to change the schedule for interactive academic activities, stations, scavenger hunts, races, Project-Based Learning, and simulations, as

well as engage with the students outside of the traditional classroom. Teachers will group and regroup students, enabling teachers to differentiate instruction.

The House Leaders are also the first contact to parents, so parent communication, including positive feedback, will be organized and planned in Team and executed at least once per week per parent. Having all adults in a child's life all on the "same page" is critical for student success and development.

Students will end their day in House. House Leaders will know what each of their students needs to work on, and students will have time to work on homework, receive extra help, or work on group projects. This time will enable teachers to help struggling students with more individualized attention; however, it also will provide a venue to interact with students in a less-structured setting. The consistency of positive adult support through House on a daily basis will have a positive effect on both the self-esteem and academic performance of our students.

Throughout the school year, students also will work together as a House to win the "House Cup", a trophy awarded to the House from each grade level which exemplifies strong academics, working habits, and virtue as determined by the number of "House points" they receive. The competition will foster team-building within the Houses, and will promote student accountability and social development from the students.

FLCACS recognizes that the relationship with others and with self is the ground for social and emotional development. The relationships at home and school set the foundation for a child's relationships in adult life. Healthy relationships respect the variety of needs, feelings, backgrounds each of us has at our particular stage of life.

We recognize that friendly, open, supportive relationships positively impact people's self-esteem and happiness. Conversely, disruptive and damaging behaviors create unhealthy relationships that can negatively affect children for life. We support the right of all students and staff to have a peaceful, friendly, respectful, and supportive school atmosphere.

We take the stand that incidences of unacceptable behavior provide learning opportunities for all parties involved. We will act to ensure the needs and rights of the affected parties are protected and whenever possible, we will use such incidences as teachable moments in the growing process.

R-10b Student Discipline

Provide the school's discipline policy for general education students.

- ***Clearly specify (i) the substantive acts for which a child may be disciplined; (ii) the consequences resulting from committing each such act; (iii) the due process procedures the school will follow in applying its disciplinary policy (in accordance with federal law); and, (iv) the individuals responsible for carrying out the discipline policy and any appeals;***
- ***Explain the procedures for providing alternative instruction to students who are suspended or expelled (whether in-school or out-of-school) in full compliance with state requirements;***
- ***Include specific methods that comply with the federal Gun Free Schools Act, including reference to mandatory penalties required by the law; and,***
- ***Set forth the 14th Amendment due process protections for both short-term suspension of 10 or fewer days and longer term suspensions of greater than 10 days based on U.S. Supreme Court case law (Goss v. Lopez, 419 U.S. 565 (1975)).***

The goal of the discipline policy will be to:

- Maintain a safe, healthy, and positive school climate.
- Support student achievement.
- Reduce suspension and referral rates.
- Create a continuum of procedures for encouraging expected behavior.
- Create a continuum of procedures for discouraging inappropriate behavior.
- Implement fair and equitable procedures for ongoing monitoring.

FLCACS will embody a culture of virtue and ethics that emphasizes the importance of excellence and achievement, rewarding creativity and building community connections. This culture will endow our students with an understanding of the good, the true, and the beautiful. FLCACS's culture will be reflected as students see the board, administration, teachers, and staff living civil, trustworthy, respectful lives, showing concern for one another and for each student. The academic environment will reinforce clear expectations of self-discipline, responsibility, and high achievement. Students will be stimulated intellectually by a rigorous curriculum, learning from the best that has been thought, written, and spoken throughout history. Surrounding our students with examples of goodness, truth, and beauty from history and literature will equip them to make good judgments in their own lives. Learning to know, to imitate, and to seek excellence will empower students to become productive, responsible, caring citizens, able to function well in a complex society.

When classrooms are orderly, teachers are able to teach, and students are able to learn. The principles and practices of good citizenship will be taught and modeled by the school staff. All students are to be held accountable for actions that impede instruction and other students' abilities to learn. This policy includes students with special needs, while taking Individual Education Plans into account. Order, cooperation, and respect in the classroom are necessary in order to live out the FLCACS mission. To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. The human condition is complicated and good discipline interweaves sympathy with responsibility. Disciplinary policies will be designed to take into account individual circumstances and challenges.

Both parents and students will attend an orientation meeting in which they will hear a presentation about and receive a handbook outlining the goals and methods of classical education as implemented at FLCACS and the behavior expected of students toward their peers and teachers. Once school begins, both the school uniform and the behavioral requirements will be strictly enforced. Discipline is more easily upheld than regained. Above all, misbehaving students will not be allowed to keep other students from learning. Teachers will be trained in enforcing standards of dress and conduct. There will be consistent enforcement among all staff. Teachers will model the desired behavior, will dress respectfully, and will maintain formality with their colleagues in the presence of students.

The teaching of proper discipline methods goes hand in hand with the ability to recognize, identify and empathize with the various life situations that children bring to school. Many children in central NY are facing issues with poverty, addiction, foster care needs, etc that are heavy on young minds when they walk through the school door. Every effort will be made to show compassion and understanding of the trauma the children are dealing with. Discipline methods will reflect an understanding of getting to the root of the cause of behavior issues and containing them with empathy and care. When traditional discipline methods are not working, and students struggle with a consistent and disruptive behavior pattern, consultation and potential referrals will be made to appropriate mental health specialists.

Methods will be addressed during the staff development days prior to the start of school. Correct methods for addressing student discipline will be emphasized and taught by the administration and any outside professional sources deemed appropriate by the administration. If a teacher begins their tenure after the start of the school year, proper discipline training will be conducted before entering the classroom. Students' infractions will be logged and tracked in order to understand a pattern of behavior, versus isolated

incidents, and to measure the effectiveness of imposed consequences.

Students are to:

- Use manners, be polite and attentive both in and outside of class by communicating in an acceptable tone of voice using an acceptable choice of words
- Attend school consistently, be punctual, and take responsibility for making up any work promptly when absent
- Be prepared for class, follow directions, and adhere to the uniform policy (not following the dress code may not indefinitely withhold students from class, but will be recorded, corrected if possible, and communicated with parents).
- Cooperate with and demonstrate respect for the faculty and staff, including administrators, teachers, secretaries, custodians, and any other people working at the school
- Be dismissed by the teacher, not the bell or the clock
- Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, others, and property
- Follow lunchroom, playground, field trip, lab, and individual classroom rules
- Follow school rules when participating in school-related events
- Respect the health and safety of others

Students are not to:

- Use threats or intimidation against any other person
- Bring tobacco, alcohol, or any illegal substances or anything that could be used to harm another to school
- Leave the school premises without signing out in the main office and do not bring music players, gaming devices, etc. to school
- **Use cell phones during the school day. Cell phones will be turned off and stored in the student's lockers or another appropriate place.** A cell phone used during the school day will be confiscated and held by the School Leader until the end of the day, at which time a parent must pick up the phone.

Teachers are to:

- Incorporate the virtues into lectures and discussions with students/classroom management
- Set, define, and post expectations
- Show consistency through students' classes with positive reinforcement
- Respond to individual needs, strengths, and preferences
- Maintain an environment conducive to learning, with necessary considerations
- Teach new skills – replacement to the challenging behavior
- Maintain a continuum of procedures for encouraging expected behavior and discouraging inappropriate behavior
- Use procedures for ongoing monitoring

Consequence System in order of severity:

- Staff Warning
- Teacher or administrator warning - Verbal reprimand (teacher or administrator)/ Confiscation
- Notification of parent or guardian - Administrator/student conference - Detention: before school, after school, or during lunch - Billing of a parent for damages to property
- Conference with parent/guardian
- Suspension in school as determined by staff - development of expectations contract
- Out-of-school suspension with academics taught after school - one hour of alternative instruction per day for students in Kindergarten – 6th grade, and two hours for students in 7th – 12th grade (FLCACS intends to add a grade every school year until 12th grade).
- Alternative to suspension (Parental attendance at school)
- Letter of restraint, charges filed, or report made to law enforcement officials

The 14th Amendment due process protections for both short-term suspensions of ten or fewer days based on U.S. Supreme Court case law (*Goss v. Lopez*, 419 U.S. 565 (1975)) will be adhered to. All students will be notified regarding the reason and evidence for their detention, in-school suspension, or out-of-school suspension before their consequence or shortly afterward.

Consequences are defined as follows:

- **Detention:** A teacher, staff member, or administrator may assign detention. Detention may be served before school, during lunch, or after school. The duration of detention may be between fifteen and sixty minutes, depending on the offense.
- **Loss of School Privileges –** Students who continue to exhibit inappropriate behaviors will face loss of privileges, including after-school activities, access to extracurricular field trips and special events.
- **In-School Suspension:** The School Leader, or designee, may assign in-school suspension. This may be up to five days from attending a specific class or all classes. The student will be assigned work from the teacher of the specific class that he/she has been removed from. The student will be allowed to reenter the class only after a consultation meeting including the student, parent/guardian, teacher, and the School Leader. Depending on the results of the consultation meeting, the probation may become permanent for the remainder of the marking period or school year.
- **Out of School Suspension:** Only the School Leader may suspend a student. These short-term suspensions shall last from one to five days in length depending on the offense. A parent or guardian will be encouraged to attend a complete day of class with the student at the end of his suspension term and attends a meeting with the School Leader. Suspensions may become recommendations for expulsion. Academic instruction will be provided by a certified teacher after school hours. One hour of alternative instruction per day is sufficient for students in Kindergarten – 6th grade, and two hours for students in 7th – 12th grade. If a longer suspension is warranted, a Superintendent's Hearing will be held to decide the appropriate length of suspension.
- For longer-term suspensions (over 5 days) and expulsions, included will be the right to counsel, to confront and present witnesses, and to challenge and present evidence. Consequences may include a letter of restraint, charges filed, or a report made to law enforcement officials.

Possible Infractions/Violations:

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated or has the potential to be repeated, over time. Those who are bullied and those who bully others may have serious lasting problems.

Violence is behavior intended to hurt or intimidate someone or damage something. Violence can be physical, emotional, verbal, or pictorial and doesn't necessarily involve a power imbalance. All bullying behavior is violent, but violence can also occur as a result of anger or other emotional or intellectual disturbances.

Disruptive behavior unnecessarily interrupts the learning environment. It distracts educators from teaching and makes it difficult for them to give equal time and attention to all students. It breaks the concentration of students who are willing to learn, making it difficult for them to maintain a good flow of concentration.

In general, students must be polite and attentive or there may be consequences. Serious infractions and violations include, but are not limited to:

- Academic dishonesty
- “Bullying” (verbal or written)
- Bypassing of internet blocks on school computers or networks to enter unapproved sites
- Cyberbullying (i.e., bullying through the use of data or computer software that is accessed through: computer, computer system, or school computer network)
- Engaging in conduct that constitutes sexual harassment (verbal or written)
- Failure to comply with conditions of in-school suspension placement
- Failure to comply with school medication policies
- Falsification of school records
- Physical fighting
- Gambling
- Interference with school activities or discipline
- Interference with the movement of people at an exit, entrance, or hallway of a school building
- Leaving classroom, school property, or school-sponsored events without permission
- Persistent (minor) offenses
- Possessing a look-alike weapon, including, without limitation, BB guns, CO2 guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or other weapon
- Possessing drug paraphernalia
- Possessing or selling “look-alike” drugs
- Possessing or using fireworks or other explosive devices
- Possessing prescription drugs, giving a prescription drug to another student, or possessing or being under the influence of another person’s prescription drug
- Possessing, viewing, or distributing pictures, text messages, e-mails, or other material of a sexual nature in any media format
- Theft
- Threats (nonviolent/verbal or written)
- Unruly, disruptive, or abusive behavior that interferes with the teacher’s ability to communicate effectively with the students in the class
- Use of profanity or vulgar/offensive language (verbal, written, or gesture)

- Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program
- Willful destruction of school or personal property and/or vandalism
- Interference with the transportation of students in School vehicles.

Guide to our discipline approach with respect to students with disabilities:

- All children, including children with disabilities, deserve safe, well-disciplined schools and orderly learning environments.
- Teachers and school administrators should have the tools they need to assist them in preventing misconduct and discipline problems and to address these problems if they arise.
- There must be a balanced approach to the issue of the discipline of children with disabilities that reflects the need for orderly and safe schools and the need to protect the rights of children with disabilities to a free appropriate public education.
- Appropriately developed IEPs with well-developed behavior intervention strategies decrease school discipline problems.

Gun-Free Schools:

Federal and state law require expulsion from school for a period of not less than one year for a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school. The School Leader may modify such expulsion requirements on a case-by-case basis. "Weapon" as used in this law includes firearms and explosives. The School Leader shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding. Any action taken by criminal justice or juvenile agencies will be in addition to, and independent of, the discipline imposed by the school.

On the next page is an example FLCACS Parent Student contract.

Finger Lakes Classical Academy Charter School Parent Student Contract

Family Name: _____

Child(ren)'s Name(s): _____

We the families and staff of Finger Lakes Classical Academy Charter School affirm the following:

THE ACADEMY MISSION STATEMENT:

The mission of Finger Lakes Classical Academy Charter School is to train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

To this end, FLCACS seeks to develop within its students the intellectual and personal habits, values, and skills upon which responsible, independent, and productive lives are built, in the firm belief that such lives are the basis of a free and just society. The Academy prepares its students to be leaders in their homes and communities, entrepreneurs in business, and statesmen and stateswomen in government. Through its rigorous curriculum with a strong emphasis in civics, FLCACS provides a traditional education with a constant view toward developing exceptional American citizens.

ACADEMY LIFE:

Students and parents respect FLCACS teachers, as role models and instructors, for their commitment to truth and their genuine concern for children. Intelligence, creativity, responsibility, integrity, and compassion are characteristics of the faculty.

Parents expect and appreciate direct and regular communication from faculty regarding their children. Reciprocally, parents are responsive to communication and work in collaboration with teachers and administrators to help students succeed both academically and behaviorally.

The principal oversees the implementation of the Mission Statement in the school. In his/her capacity as policymaker and community leader, this administrator advances the Academy's role as an institution dedicated to providing the best education for children.

By providing moral and ethical standards, the Academy prepares its students to accept the privileges and responsibilities of citizenship in a democratic society. Every child is capable of achieving his potential to the fullest extent when afforded respect, fairness, kindness, discipline, and appropriate instruction.

THEREFORE, WE SUPPORT the Mission Statement as it is expressed in the curriculum and school culture of the Academy. We understand that automatic re-enrollment at FLCACS is dependent on abiding by the School requirements. This includes support of the high academic standards of our school, the uniform code, the code of conduct, the code of good sportsmanship in athletics, and general culture of respect for the administration, teachers, staff, and students. We acknowledge and will abide by Finger Lakes Classical Academy Charter School "Parent Grievances Policy" for Parent Conflict Resolution. Violation of this contract may result in discipline, loss of automatic re-enrollment, or dismissal (in accordance with applicable laws and the school's code of conduct).

Parent's Signature/Date:

_____/_____

Student's Signature/Date:

_____/_____

(credit to the Ascent Classical Academy for designing this document)

R-10c Special Education Policy

Provide the school's discipline policy for students with disabilities with assurances that it is in conformity with the federal Individuals with Disabilities Education Act ("IDEA") and regulations. The policy should address topics such as the discipline of students who have a behavioral intervention plan ("BIP") in their IEP and detail how classroom teachers would be knowledgeable about such plans.

FLCACS will comply with the Individuals and Disabilities Education Act (IDEA) in disciplining students with disabilities. The plan shall be subject to all procedural protections established by the IEP process. Students with disabilities are neither immune from the disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students. Students with disabilities who engage in disruptive activities and/or actions dangerous to themselves or others will be disciplined in accordance with their Individualized Education Plans (IEPs), behavioral intervention plan, and this policy. Nothing in this policy shall prohibit an IEP team from instituting consequences for disorderly or unacceptable actions as a part of the student's IEP.

All students, including students with disabilities, may be suspended for violations of the Family Handbook. For suspension of a student with disabilities for more than 10 cumulative days, a team including Student Services staff members and the School Leader, as well as the home district principal or special education liaison, will determine whether the student's behavior is a manifestation of the disability and whether the student's disability impaired his or her ability to control or understand the impact or consequences of the behavior. Students with disabilities will be disciplined in coordination with their home district, FLCACS school discipline policy and their IEP. A student with disabilities whose behavior is determined to be a manifestation of his or her disability may not be suspended, but will be disciplined in accordance with the IEP, including applying any behavioral intervention and this policy.

FLCACS will provide services for any students suspended for a short term suspension (under 5 days) in accordance with their IEP and as required by law. Discipline will be according to a student's IEP or 504 Plan.

<http://www.p12.nysed.gov/specialed/lawsregs/part201.htm>

R-10d Dress Code

If the school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the school would subsidize the cost of uniforms for parents unable to afford them.

Finger Lakes Classical Academy Charter School Dress Code:

A standard uniform instills a studious, respectful, and orderly environment.

A uniform serves five main purposes:

1. It removes or diminishes distractions in the classrooms, and contributes to an orderly environment.
2. It helps students take school more seriously, by acknowledging through tidy and appropriate clothing that they respect fellow classmates, teachers, and the common enterprise of education.
3. It develops school identity and pride.
4. It prevents students from placing too heavy an emphasis on clothes as a manner of self-expression. We expect students to express their individuality through a reflection of their intellect and interior person, not a superficial exterior.
5. It levels the field for students of all backgrounds. It presents a visible representation of equality among the students.

All uniform items will be available at **landsend.com**.

Boy Uniform (K-5)

1. Uniform navy or black dress slacks/pants – Pants must be modest and neat; not baggy and not too tight; properly hemmed with no under-garments visible.
2. Uniform gray, navy or black collared dress shirts or polo shirts (short or long-sleeve) worn tucked inside slacks.
3. Uniform navy or classic navy plaid ties may be worn with collared shirts, but are not required.
4. Uniform navy sweaters may be worn, but are not required. Must have the FLCACS logo imprint. Must be worn with a uniform collared, or polo, shirt underneath.
5. Uniform navy fleece options may be worn, but are not required. Must have the FLCACS logo imprint. Must be worn with a uniform collared, or polo, shirt underneath.
6. Black or brown leather shoes.
7. Navy, black, gray, or brown socks.

Girl Uniform (K-5)

1. Uniform navy, gray or black jumper OR skort– Must be worn with a collared uniform dress shirt.
2. Uniform navy, gray or black collared dress shirts or polo shirt (short or long-sleeve) worn tucked inside slacks.
3. Uniform navy sweaters may be worn, but are not required. Must have the FLCACS logo imprint. Must be worn with a uniform collared, or polo, shirt underneath.
4. Uniform navy fleece options may be worn, but are not required. Must have the FLCACS logo imprint. Must be worn with a uniform collared, or polo, shirt underneath.
5. Black or brown leather shoes.
6. Navy, black, brown, or gray socks or knee socks/tights.

No hats, scarves, or hoodies are to be allowed in school. Exceptions will be made for head coverings related to religious observances. Even if they are worn for religious reasons such coverings will be required to be tasteful and similar in style to the uniform. No logos or writing on clothing other than FLCACS logos will be allowed. Sneakers are for the gym and outdoors only.

During the first marking period and after spring break uniform shorts may be worn. They must be navy, black or gray chino shorts.

Should a family need financial assistance to purchase uniforms or should a family like to offer to support our uniform fund for families in need, they can contact our FLCACS School Leader.

R-11ab School Management and Leadership

a. Organizational Chart

Provide organizational charts for both the first and fifth years of operation clearly showing reporting structures between the school leader(s), the board of trustees, and staff. If the school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

On the following page, you will find the 1st year and the 5th year organizational chart.

The School Leader, Business Manager, and all committees (which require a Board member) will report directly to the FLCACS Board.

The SEAC, Curriculum Leader, and Administrative Assistant (and any office management) will report directly to the School Leader.

The teachers and paraprofessionals will also report to the School Leader which may include the feedback of the SEAC and Curriculum Leader.

All Special Education Teachers will report to the SEAC, but along with the SEAC will be under the supervision of the School Leader.

Enrollment Assistant, Custodian/Maintenance, Food Service, and Nursing will report directly to the Business Manager.

The term (PT) stands for Part-Time, these positions become Full-Time on the year 5 chart.

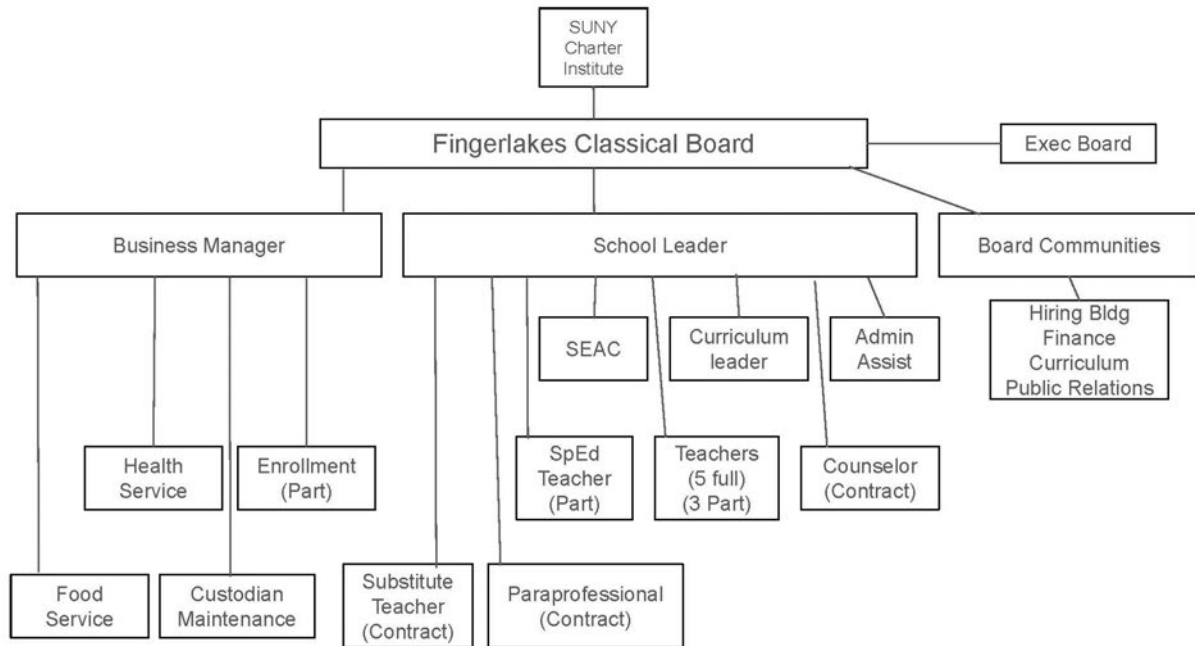


Figure 1: Year 1 Org Chart

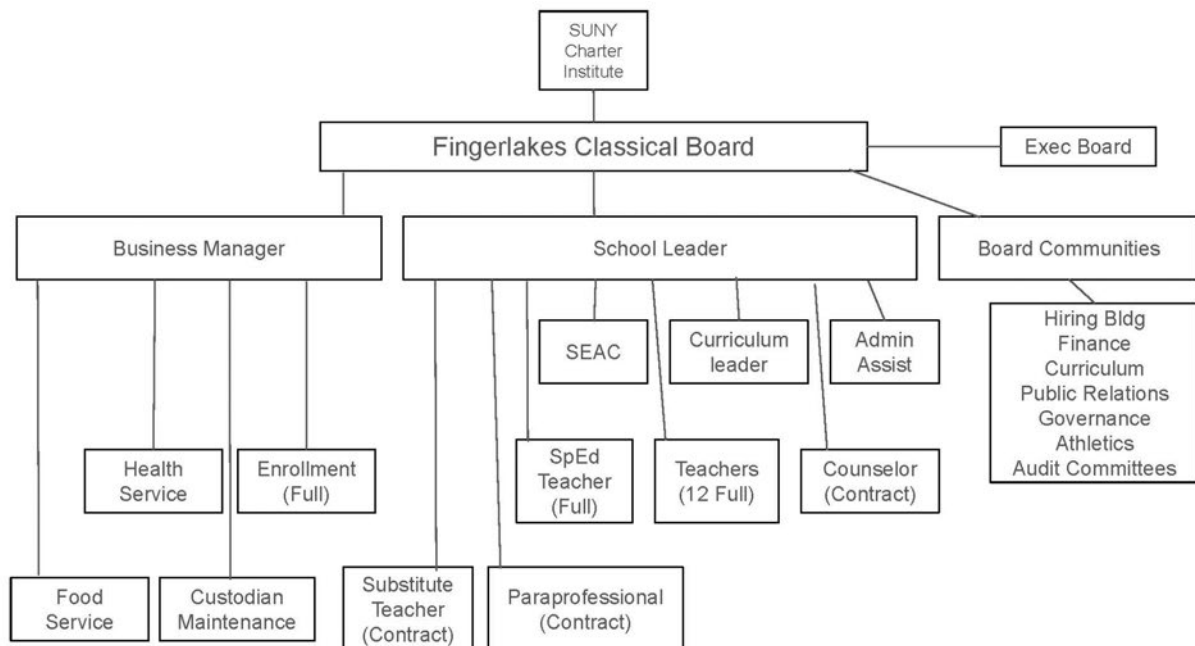


Figure 2: Year 5 Org Chart

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 (e.g., 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 overall process and criteria the school will use to select the school leader;*
 - Processes, policies, and strategies the school would implement to ensure hiring processes for school leaders are open and fair with outreach to a broad and robust pool of candidates, including underserved and underrepresented communities;*
 - 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.*

Our Organizational Chart was selected to ensure viability in academic, fiscal, and operational areas of a relatively small rural school.

Instructional leadership will be administered by the School Leader. Finance leadership will be administered by the Business Leader. FLCACS will operate five classrooms, one classroom per grade level, (growing to seven by Year 3 and nine by year 5) with one teacher per classroom, supported by the Curriculum Leader and Special Education/Assessment Coordinator. Part-time music, art, and physical education teachers will also support classroom teachers. Special education and ELL teachers will be dependent on the student population.

The School Leader will determine staff structuring based on skill and performance to best serve the needs of students. The Curriculum Leader, Special Education/ Assessment Coordinator, and all teachers will report directly to the School Leader. As our student enrollment increases, positions will be added to achieve our top priority of providing for student success. Staffing increases will follow the staffing plan as enrollment and funding allow.

Rationale:

The school structure provides the order and guidance needed for all employees by laying out the official relationships that govern the school, allowing for healthy growth and making it easier to add or replace positions.

The following School Leadership and Management Structure was selected to ensure viability in academic, fiscal, and operational areas of a relatively small rural school.

SUNY Charter School Institute:

The authorizer grants the charter to our governing body, the FLCACS Board, and holds the school accountable to all appropriate laws and statutes, as well as our school accountability plan.

FLCACS Board:

This governing body provides accountability and financial oversight and hires and evaluates the School Leader and Business Manager. They adopt and adapt school policies and oversee committees. The Board reports to the authorizer, the SUNY Charter School Institute.

-The fiscal year of the FLCACS shall be July 1 through June 30.

-Upon dissolution of the corporation, its assets shall be distributed according to the provision described in the FLCACS state charter requirements.

-Robert's Rules of Order Revised shall govern the proceedings of the FLCACS, except as otherwise provided by Board By-laws.

-These by-laws may be altered, amended, added to, or repealed by a two-thirds vote of the Board at any duly called meeting of the Board.

School Leader:

The position of School Leader is one of the most important hires made for the School. Establishing the culture of FLCACS, aligned with the School's vision, mission, and philosophy, the School Leader will be critical to the long-term success of the school. The Board will hire a highly qualified and effective School Leader, responsible for the day-to-day operations, instructional and programmatic leadership, curriculum development and implementation (in conjunction with the Curriculum Leader), personnel decisions, board communication, staffing needs, legal compliance, and fiscal oversight (in conjunction with the Business Manager). The School Leader is responsible for setting and achieving the yearly instructional priorities and supervising the teaching faculty. He/she will assist in overseeing financial management. In conjunction with the Business Manager, he/she will review contracted services from a professional firm, who will handle payroll and train administrative staff to collect, protect, and enter financial and audit information and materials. FLCACS will contract with an outside firm to conduct an annual compliance audit.

The School Leader must also have a solid understanding of classical education and a dedication to the liberal arts and the teaching of civics. Preferred candidates will have a master's degree, teaching experience at the K-12 or college level, a record of leadership, and demonstrated abilities in speaking and writing. Our School Leader, accountable to the governing board, will coordinate the hiring of teachers and staff; the implementation of a classical, liberal arts, and civic-minded curriculum (in conjunction with the Curriculum Leader and SEAC); the establishment of a studious and decorous school culture; the maintenance of a healthy enrollment; and the pursuit of financial integrity (in conjunction with the Business Manager). In addition, he/she will work to foster an understanding of liberal arts education and the virtues of school choice among parents and the larger community.

The School Leader will be supported by a highly skilled and organized Administrative Assistant. The School Leader reports to the FLCACS Board and prepares monthly reports for the Board. The School Leader will determine staff structuring based on skill and performance to best serve the needs of students. The Special Education/Assessment Coordinator, Curriculum Leader/Mentor, and all teachers and office management will report directly to the School Leader. As our student enrollment increases, positions will be added to achieve our top priority of providing for student success. Staffing increases will follow the staffing plan as enrollment and funding allow.

Business Manager:

The Business Manager is responsible for non-instructional operations, budget development, grant writing, and coordinating transportation, food service, maintenance, technology, and other outside contracts relating to the day-to-day operation of the building. Additionally, the Business Manager is the primary contact for the external accounting firm that will handle financial and human resource duties such as payroll, benefits, etc. The Business Manager also oversees the office/enrollment, food service, school nurse, and custodial/maintenance staff. The Business Manager will be supported by the Office/Enrollment Assistant, who will be detail oriented, highly personable, and a skilled communicator. The Business Manager reports to and prepares monthly reports for the Board. They are also expected to be available at all FLCACS Board regular meetings to report on the financial status of the school and present budget adjustment requests and ensure that the FLCACS Board is made aware of any potential financial concerns the school may encounter.

The Business Manager shall have responsibility for all non-academic personnel matters including having input in the hiring, discipline, and termination of all non-instructional school employees. The Business Manager will work cooperatively with the School Leader to keep the FLCACS Board well-informed about the school's financial stability.

The Special Education/Assessment Coordinator (SEAC):

The SEAC is responsible for assisting the School Leader in setting and achieving the yearly instructional priorities and the implementation of the professional development specific to Special Education. The SEAC works with the special education teachers developing and monitoring the IEPs and needed classroom modifications and may serve as an instructional coach for teachers as the School Leader designates and assists with data analysis of exams and assessments. The SEAC reports to the School Leader.

The SEAC will work with the students' home district to collect, understand and implement IEPs and 504 modifications already in place, as well as assist the School Leader with curriculum development, assessment data, and feedback.

Committees:

Section 1: Standing Committees

These committees, all of which require a minimum of one Board member on committee and to be described and approved by the Board, have the responsibility of notifying the Board of their meetings and providing a written summary of meeting attendance, topics discussed, and action taken. The Recording Secretary will maintain these reports and share them with the Board, School Leader, and Business Manager. The School Leader and Business Manager will provide feedback and a suggested action plan to the Board prior to the next board meeting. This way, input is shared and analyzed among all decision-makers.

1) **Executive Committee** - Executive Committee shall consist of the Board President, Vice President, Recording Secretary, Treasurer, and one additional parent member of the Board or Friends of FLCACS, appointed by the Board President. At least two of these positions must be held by the City of Auburn residents. A quorum of the Executive Committee shall consist of three members of the Committee. Decisions shall be made by a majority vote of those present and voting. The Executive Committee shall be responsible for long-range planning for FLCACS and shall make recommendations to the Board in this regard. The Executive Committee shall be empowered to act on behalf of the Board in matters deemed appropriate by the board, subject to ratification at the next regularly scheduled Board meeting.

2) **Curriculum Committee** - The chairman will be a member of and appointed by the Board. Members: the committee will include the Curriculum Leader and SEAC, teachers (either active or retired), and one parent. Responsibilities include informing and assessing the effectiveness and future needs regarding the implementation and integration of

FLCACS curriculum and assessment standards and fulfilling the mission statement of FLCACS. These members may be solicited or volunteer and will be approved by the Board. They will work in conjunction with the Curriculum Development Team (more information below).

3) **Finance Committee** - The chairman will be the Board Treasurer. Members will include the Business Leader, one local business owner, one local financial planner/accountant, and one parent. The responsibilities include, but are not limited to, creating and publishing an Operational Budget, consulting with accountants on spending options and legal restrictions, if any, in terms of satisfying the laws of New York State and accepting spending guidelines of the NYS Dept. of Ed.

4) **Audit** - The Board may designate an Audit Committee, which committee shall consist entirely of independent members. Each member of the Board shall, upon initial appointment and annually thereafter, provide to the President of the Board a completed independence questionnaire in the form attached to the Corporation's Ethics Policy. The President shall determine the independence of each Member based on such member's responses to the questionnaire.

a) the Audit Committee shall annually retain or renew the retention of the independent auditor to conduct the audit of the Corporation's financial statements, and upon the completion thereof, review the results of the audit and any related management letter with such independent auditor. In furtherance of the responsibilities described in this Section 3(a) of the Article, the Audit Committee shall:

I. Review with the independent auditor the scope and planning of the audit, prior to commencement of the audit;

II. Upon completion of the audit, review and discuss with the independent auditor

(i) any material risks or weaknesses in internal controls identified by the auditor,

(ii) any restrictions on the scope of the auditor's activities or access to requested information;

(iii) any significant disagreements between the auditor and management, and

(iv) the adequacy of the Corporation's accounting and financial reporting process; and

III. Annually consider the performance and independence of the independent auditor; and

b) The Audit Committee shall maintain, monitor and administer the Conflict of Interest Policy in the Code of Ethics following the Whistleblower Policy (if any) of the Corporation.

In the event that the Board of Trustees does not establish an Audit Committee, or the Audit Committee is otherwise inactive, the duties of the Audit Committee shall be undertaken by the Board of Directors, excluding only those directors who are not independent.

5) **Public Relations/Marketing-** The chairman will be an active member of the Friends of FLCACS and appointed by the Board. Members will include a Board member and local residents and business leaders as needed to fulfill the responsibilities of the Committee. The responsibilities shall include, but are not limited to, planning for and providing information about FLCACS to the public and encouraging interaction and support of the school's mission and program. The chairman will also supervise all internet pages sponsored by FLCACS and consult with the Board on appropriate information to be shared electronically. The chairman may also designate a specific individual to regularly monitor and respond to inquiries and comments received on these internet pages with the approval of the Board.

6) **Building and Outbuildings-** Chairman will be a member of the Friends of FLCACS and appointed by the Board. Members a Board member and local residents and business leaders that are familiar with building codes, construction techniques, the bidding process and maintenance of the school building, and present and proposed outbuildings. This committee will support school maintenance and custodial employees, bringing concerns and proposed changes to the Board for review and approval.

7) **Fundraising-** The chairman will be a member of the Friends of FLCACS and appointed by the Board. Members will include a Board member and local residents and business leaders as needed to fulfill the responsibilities of this committee. Such responsibilities include but are not limited to actively organizing events for the purpose of raising funds. These funds will be used to provide educational benefits and enrichment opportunities for the students of FLCACS. All events will be approved by the FLCACS Board.

Section 2: Special Committees

The President of the Board shall have the power to create and appoint such special committees as the business of FLCACS may require from time to time, and the duties and responsibilities thereof.

Curriculum Leader/Mentor:

The Curriculum Leader will work directly with and for the School Leader, providing classical curriculum training, modeling, and support for all teachers. She/He will consistently and randomly visit each classroom to ensure curriculum integrity. This person will attend professional development events and then turn-key train the staff. This person will also mentor new staff in classroom instruction.

The Curriculum Leader is directly involved in the design and implementation of curriculum, instruction, and assessment practices; it is his/her knowledge of instructional strategies, current research, and application of student achievement data that gives shape to instructional programming (Copland & Knapp, 2005).

Curriculum gaps create a barrier to student learning and have a detrimental effect on students' opportunities to learn. Gaps are created by a lack of communication among educators, varying implementation practices, available resources, and decisions about pacing. According to English (2000), "Curriculum design and delivery face one fundamental problem in schools. When the door is shut and nobody else is around, the classroom teacher can select and teach just about any curriculum he or she decides is appropriate"(p. 1).

The Curriculum Leader will work with the Curriculum Development Team and the teachers to develop and implement classical curriculum. It is important that this person is knowledgeable about classical curriculum and its practical classroom implementation. This person must be a leader. She/He must be knowledgeable in data analysis and communication. When gaps are identified, this person, along with the SEAC, is responsible to address and help the teacher(s) correct them. She/He will be visible in classrooms and available to mentor and support teachers throughout the school day and during professional development activities.

Curriculum Development Team:

The curriculum team will be comprised of the School Leader, Curriculum Leader/Mentor, Special Education/Assessment Coordinator, teacher(s), and a Board member. The team will research and establish best practices from classical education. Baseline tests will be administered at the beginning of the school year. Throughout the school year, the team

will use the baseline test data and formative assessment data to evaluate the curriculum and assess gaps in knowledge to better tailor the curriculum to the students' needs.

Teachers:

FLCACS will operate five classrooms, one classroom per grade level, (growing to seven by Year 3 and nine by year 5) with one teacher per classroom. The SEAC and Curriculum Leader/Mentor will support all classroom teachers. Classroom teachers will also be supported by part-time music, art, and physical education teachers.

Teachers will be provided a curriculum map, broken down by month, and will be expected to meet in teams and individually with the School Leader, the Special Education/Assessment Coordinator, and Curriculum Leader/Mentor to match those goals. As the school grows and there are more teachers per grade, the teachers of each grade level will be expected to meet and coordinate plans before each quarter, so that their class schedules are in line with one another.

Alignment with state standards will be the responsibility of the School Leader and the Special Education / Academic Success Coordinator (SEAC). Assessment criteria, evaluation methodologies, and maintaining New York State standards are addressed in Request 08ad "Specific Populations" and Request 09ad "Instructional Leadership".

Models:

Although neither Hillsdale College nor the CoreKnowledge Foundation is a partner organization, their influence is significant. Hillsdale College (the organization behind the Barney Charter School Initiative) was an early leader in rigorous, classical, and inclusive education, opening without discrimination due to sex, race, or creed in 1844. Today, Hillsdale College, through the Barney Charter School Initiative, is offering a well-rounded education to elementary students who otherwise may not be able to afford private education, but deserve a solid one nonetheless.

In the Curriculum Section (R-06af), we have provided an outline of the K-6 curriculum based on the Barney Charter School Initiative's Scope and Sequence and the Core Knowledge Sequence. This does not in any way imply that the Barney Charter School Initiative and the Core Knowledge Foundation endorse this work. The BCSI Scope and Sequence, as well as FLCCS, differs most significantly from the Core Knowledge Sequence in Literacy, Grammar, and Math. Literacy is based on the Access Literacy Program. In Grammar and Math, the BCSI Scope and sequence is based, respectively, on the Well-Ordered Language series and curriculum from Singapore Math.

While the BCSI and CoreKnowledge models will be our foundation, it does not mean that FLCACS will not deviate from it should a particular piece of curriculum fail to be satisfactory. Parent and teacher satisfaction and student success will be weighed into the decision to keep or discard a given piece of curriculum.

Board member, Martha Rescigno, graduated from Hillsdale College with a BA in History, a Spanish minor, and a K-5 teaching certificate. While a student at Hillsdale she worked as a research assistant in the History Department. She studied E.D. Hirsch (founder of the Core Knowledge Foundation), explicit phonics instruction, problems in education, educational philosophy, and educational psychology. She will be an integral part of the curriculum team.

The school's teachers and staff will meet regularly to discuss the efficacy of the curriculum as experienced in the classroom. If there are concerns about any component of the curriculum, the school leader will reach out to other, similar schools. The board of FLCACS has already established relationships with other BCSI schools so that those schools can be used as mentoring resources. Changes to a program as carefully connected as BCSI's would be a serious undertaking and the advice of other schools would be weighed in before such changes would be made. Only after consulting with other, successful users of a particular curriculum for advice and attempting to follow their lead, would changes be made. Changes would only be made between school years, not during.

In skill-based subject areas (especially Literacy and Math), this guidance may need to be tailored for specific students. As a new school, we are aware we will likely have some students working a year or more behind the Scope and Sequence in Math, supporting the decision to make math placement skill-based during the same time period.

Management Practices and Procedures:

The management positions and their relationships with one another are based on principal areas of academics, special populations, operations, and culture/discipline. A strong start-up is essential to fidelity to the mission and the long-term growth of the school, even in a smaller more rural area. FLCACS will have a strong start with these key management roles in place, enabling a successful move from start-up to sustainability.

Management will be both hands-on and interactive, working with each individual while not micro-managing them. FLCACS understands that each team member has both his/her expertise and responsibilities which are clearly defined.

For example, the Business Manager is responsible for Budget Development, but the final acceptance of that budget and eventual presentation to the Board is done in conjunction with the School Leader. These roles have been defined so that the School Leader can focus on the academic aspects and the day-to-day operations, while the facilities aspects of the operation have been distributed over to the Business Manager.

A similar situation exists with the SEAC and the School Leader, where Special Education needs are the responsibility and expertise of the SEAC, yet the School Leader is apprised of the SEAC's work. The SEAC also assists in the assessment process, working in conjunction with the School Leader, allowing him/her to continually have a hands-on approach without being responsible for every detail of every operation. Again, the Curriculum Leader will work on the detailed daily implementation of the curriculum in conjunction with the School Leader and with the input of the SEAC.

This distributed approach to management will allow our limited staff to utilize their time more efficiently, focusing on their areas of specialty, while still working together with all involved so that no aspects of the tasks ahead are neglected.

In addition to internal management, FLCACS strongly believes community and parental engagement are critical for both the school's and the students' success. An important objective will be simple and meaningful opportunities for parents to be involved in the school and their child's education as well as civic opportunities to engage with the community. Collaborative decision-making builds cooperation, which is essential for sustainable communities.

The school will utilize the student data system ParentSquare. ParentSquare is an easy-to-use communication tool that allows communication via text, email, and phone calls between families and the school. This system captures all student demographic data as well as schedules, grading, and assignments. Parents can easily monitor their children's learning progress and communicate with the school.

The School leadership, faculty, and staff will model collaboration, with the intended result of a positive school culture and becoming an asset to the community. With this modeling, every FLCACS student's goal should be to become a witness to the school virtues of prudence, justice, fortitude, and temperance.

With the knowledge that federal, state, and local laws, contracts, and policies need to be followed, some decision-making will be definitive. Emergencies and decisions involving laws and policies cannot be made using a collaborative process.

- Changes in school policy must be approved by the Board.
- Hiring and dismissal of employees may be subject to Board approval.
- Long-term suspensions and expulsions of students, and their appeals, may be subject to Board approval.
- All financial transactions must be approved by the School Leader and Business Manager.
- Transactions over \$20,000 must be approved by the Board Treasurer. All transactions will be reviewed by the Board Treasurer so that they may make their monthly reports to the Board.

Management Evaluation Procedures:

The FLCACS Board will evaluate the School Leader annually, based on effectiveness, interaction with parents, students, and teachers, and the overall performance of the school. The performance of our school leadership is integral to the success of our faculty and students and therefore has high expectations.

Below are the criteria and procedures for evaluation of the School Leader and the leadership team positions at FLCACS.

1. Prior to the beginning of the school year, the School Leader and the FLCACS Board will meet to establish specific academic performance and program goals for the year, such as how to address closing potential achievement gaps, or improving math skills.
2. A formal meeting during the second marking period will be held to determine progress against the established and specific goals.
3. A formal meeting during the fourth marking period will be held to mark progress against the established and specific goals.
4. The School Leader will submit evidence of the year's progress toward goals.
5. A comprehensive end-of-year evaluation is delivered by the board after considering the evidence, as well as a self-evaluation.
6. A copy of the evaluation is placed in the School Leader's personnel file.

Teacher/Staff Evaluation Process:

A series of similar procedures will take place for all other staff, both teaching and non-teaching. Each person will meet with their direct supervisor.

1. Prior to the beginning of the school year, the direct supervisor will meet to establish specific performance and program goals for the year.
2. A formal meeting during the second marking period will be held to determine progress against the established and specific goals.
3. A formal meeting during the fourth marking period will be held to mark progress against the established and specific goals.
4. Instructional Staff will align instruction with curriculum defined by the Curriculum Team and adjust to accommodate student needs in coordination with the Special Education/Assessment Coordinator.
5. The staff member will submit evidence of the year's progress toward goals.
6. A comprehensive end-of-year evaluation is delivered by the direct supervisor after considering the evidence, as well as a self-evaluation.
7. A copy of the evaluation is placed in the staff member's personnel file.

In the case of teacher evaluations, utilization of the Danielson Rubric, mentioned in Request 9ad "Instructional Leadership," will be incorporated into this process.

The Charlotte Danielson Rubric was designed to help districts promote a common definition and understanding of excellence in teaching, one that everyone (teachers, administrators, and the larger community) can easily comprehend. FLCACS will customize this framework for teaching the school community. A brief description of this evaluation topics are below:

Planning and preparation:

- Applying knowledge of content and pedagogy
- Knowing and Valuing Students
- Setting Instructional Outcomes
- Using Resources Effectively
- Planning Coherent Instruction
- Designing and Analyzing Assessments

The Learning Environment:

- Cultivating respectful and affirming environments
- Fostering a Culture for Learning
- Maintaining Purposeful Environments
- Supporting Positive Student Behavior
- Organizing Spaces for Learning

Learning experiences:

- Communicating about purpose and content
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment for Learning
- Responding Flexibly to Student Needs

Principled teaching:

- Engaging in reflective practice
- Documenting Student Progress
- Engaging Families and Communities
- Contributing to School Community and Culture
- Growing and Developing Professionally
- Acting in Service of Students

This teacher evaluation rubric is designed to help districts promote a common definition and understanding of excellence in teaching which leads to the best results in learning. This system appears to be a good fit for our program based on the emphasis on solid understanding of content and the synthesis of content from different areas. We have provided a budget allotment for merit-based pay to attract and retain the best teachers. The goal here is to make sure we not only evaluate management and teachers fairly and honestly, but to also recognize and reward achievement in order to maintain quality staff.

Management Recruitment:

The importance of hiring and retaining a highly-qualified and committed School Leader cannot be understated. This is especially true in a rigorous educational program. The School Leader will be selected based on criteria found in Request 12ac "Personnel." The most significant characteristics of the School Leader candidate include leadership ability; the intellect and extent of knowledge needed to create and foster a climate of learning; and a firm understanding of and loyalty to classical education and the tradition it represents.

The leadership philosophy is that the School Leader must be the academic leader, or master teacher, of the school. In this role, the school leader is a mentor for the rest of the faculty.

The school will aggressively recruit excellence in teaching at the local, state, and national levels. Recruitment strategies to be used may include: traditional and digital marketing strategies, job fairs, university career fairs, social media, advertising, and direct referrals. FLCACS will advertise online, in select local markets, and throughout the network of classical and charter schools as well as classical higher education.

FLCACS will take great care to recruit a high-quality School Leader in order to ensure high-quality educators for its students and superb leaders for the administrative team. Candidates who pass an initial screening will progress to a phone interview. They may then be invited to FLCACS for an on-site meeting. Candidates may be requested to conduct a demonstration lesson for the hiring committee, composed of the FLCACS board and possible board consultants. FLCACS will screen all candidates by conducting full criminal background checks and fingerprinting clearance in accordance with New York State statute and which would meet or exceed any school district set of policies. Prior to hiring any applicant, FLCACS will check the person's references carefully and thoroughly. The school may check both the references an applicant lists on an application as well as supervisors not named on the application or resume when possible.

Staff Recruitment:

In addition, FLCACS will use the same methodology when hiring non-academic personnel. Key traits, beyond expertise in their field, will be the ability to communicate, both orally and in written format, the ability to work with others, especially under time constraints, and the ability to be a team player, understanding that the needs of the students and the school always take priority. All employees must be believers in the mission. Many lessons can be learned by students from their interaction with the Custodian, Food Service personnel, or Nurse. We want to make sure that all interactions that take place on our campus reflect the virtues of prudence, justice, fortitude, and temperance.

R-12ac Personnel

a. Staffing Chart and Rationale

Complete the table provided in the budget template to list every position (both instructional and non-instructional, and including part-time 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 and identifies a specific comparative source for staff salaries (e.g., a document with teacher salaries from the school district of location). Please note all positions outlined within the application should be reflected in the staffing chart.

			Number of Staff				
Year	Year 1	Year 2	Year 3	Year 4	Year 5		
School Year	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030		
Grades	K-4	K-5	K-6	K-7	K-8		
School Leader	1	1	1	1	1		
Special Education/Academic Success Coordinator	1	1	1	1	1		
Business Manager	1	1	1	1	1		
Curriculum Leader	1	1	1	1	1		
Administrative Assistant	1	1	1	1	1		
Office/Enrollment	1	1	1	1	1		
Classroom Teachers	5	6	7	8	9		
Teacher Assistants	1	1	2	2	2		
Music Teacher	0.5	0.5	1	1	1		
Art Teacher	0.5	0.5	1	1	1		
Physical Education	0.5	0.5	1	1	1		
SPED - ENL teacher (qualified/ trained)	0.5	0.5	1	1	1		
Nurse	0.5	0.5	0.5	0.5	0.5		
Custodian/ Maintenance	1	1	1	1	1		

Food Service	1	1.	1	2	2
Total Personnel	15.5	16.5	20.5	22.5	23.5
Total Students	78	104	126	150	172

Rationale for Staffing:

Starting out with K-4, we are looking to maintain a classroom size of approximately 20 students or less (initially our average class size is 18) per teacher. This results in 5 Classroom Teachers, and one floating Teacher Assistant (Paraprofessional). We expect they will be utilized mostly in the K-2 section, but can assist anywhere needed. The Curriculum Leader will be roaming from classroom to classroom, ensuring the integrity of the classical curriculum by encouraging, modeling, observing, and providing feedback.

Our Special Education / Academic Success Coordinator (SEAC) has a dual role to play, that of handling Special Education as well as working with assessments. Based on estimates of 10% of the student population falling into that category, FLCACS believes that only a part-time Special Education teacher, working in coordination with the SEAC, will be required. The SEAC will also administer the ELL plan. FLCACS will hire ELL support staff according to enrollment need.

Part of Classical Education is the appreciation of Art and Music. We plan to instill these concepts at an early age and therefore have part-time Specialty Teachers to cover Art and Music. In addition to that, we also have a part-time Physical Education teacher, as it is critical to take care of oneself and one's body, in order to experience both the true beauty of the world and, have an alert mind ready to absorb all of the intellectual stimulus classical curricula provides.

Along with proper exercise comes a proper diet. Unfortunately, some children do not receive this at home and their most nutritious meal may be at school. FLCACS will provide lunches for the children and will also be part of the FRPL program. This is the reason we will be hiring a part-time (4 hours/day) Food Service person.

The children's health and safety is an utmost concern. Having a school nurse on staff, even if only part-time (4 hours/day) will provide both emergency care and preventative training as we will be requesting our nurse to teach Health and Hygiene classes, Safety classes (Fire, Bus), and awareness classes (Lead Poisoning Awareness, Stranger Danger).

Our School Leader will be in charge of the day-to-day operations and will work with the SEAC in coordinating assessments. The Administrative Assistant will support the School

Leader in their role, especially in keeping up with daily correspondence with the community and the staff.

Beyond running the school, the fiscal responsibilities, both in obtaining funds through grants, student allotments from the various districts, and federal and state programs, and coordinating the payment for educational materials, supplies, and staff is a full-time job by itself. For this reason, we will be hiring a Business Manager. This person will also oversee the non-academic staff, alleviating some of the management requirements of the School Leader.

The Business Manager will also be responsible for the marketing campaign to ensure enrollment matches our projections and that the school branding continues to be in the forefront of the communities mind. To aid with this task, and to guarantee that all pertinent information is captured via each contact, a part-time Office / Enrollment Clerk will be hired.

Finally, the building itself will need upkeep and constant cleaning, as a clean environment is a good learning environment. A full-time Custodian / Maintenance person will be hired for just this task. As mentioned, that person, along with food service, office/enrollment, and the nurse will report to the Business Manager.

As we expand, we will be looking to add one grade level per year, which results in 1 additional teacher each year. By year 3, the need for an additional Teachers Aide, as the number of classrooms will be at 7 at that point. We also expect to have an enrollment of 120 in that year, so we expect to have the 3 Speciality teachers going full-time, along with the Special Education teacher, and the Office / Enrollment Clerk. FLCACS expects to have 9 classes by year 5 and a staffing complement of 23 individuals, 2 of which are part-time.

Salaries:

Staff salaries are commensurate with local salaries on the charter school / private school level and at or lower than most public schools. The Auburn City School District elementary principals' salaries range from \$96,000 to \$125,000. Our School Leader's salary is \$90,000. Auburn's Business Manager salary was \$135,000 as of 2022. Our Business Manager's salary is currently set at \$75,000.

In our budget, we have what would be considered an average cost for teachers, slightly higher than other charter and private schools, but lower than the public schools. However, our actual salaries will vary based on experience. We also want to be able to offer merit pay as teachers prove themselves over time. Thus, the teacher's budgeted salary of \$50,000 could actually range from \$40,000 to \$60,000. Auburn City School Districts' teacher salaries range from \$45,500 to \$ 66,300 with an average of \$54,500.

Below is a table of FLCACS's salary structures. We understand that the NY Median is higher than the national average (these numbers came for the US Bureau of Labor of Statistics). The Auburn numbers are lower than those medians, but in many cases are higher than ours, and as stated on the prior page, the numbers used in the budget are an average. Actual salaries will vary.

			Comparative Salaries		
		FLCACS	NY Median	Auburn	Other Districts
School Leader		75,000	141,000	93,000	
Special Education/Academic Success Coordinator		60,000	92,600		
Business Manager		50,000	143,000		90,000
Administrative Assistant		30,000	43,600		
Office/Enrollment (PT)		30,000	39,500		
Classroom Teachers		48,000	78,000	52,000	
Teacher Assistants		31,200	34,000	32,500	
Music Teacher (PT)		48,000	72,500	52,000	
Art Teacher (PT)		48,000	72,500	52,000	
Physical Education (PT)		48,000	62,500	52,000	
SPED - ENL teacher (PT) (qualified/ trained)		60,000	78,700		
Nurse (PT) - \$20/hr		29,120	41,200		
Custodian/ Maintenance		31,200	53,000		
Food Service (PT)- \$15/hr		21,840	32,500		

b. Qualifications and Responsibilities

Provide a list of qualifications and responsibilities for each position including all instructional, non-instructional, and administrative positions as well as any part-time positions.

School Leader:

Our School Leader will be experienced and responsible for hiring teachers, implementing a classical liberal arts and civic-minded curriculum, establishing a studious school culture, maintaining a healthy and safe enrollment, and ensuring financial integrity. These leadership responsibilities are essential to helping achieve our mission, vision, and philosophy, develop and sustain a community of learners, and build a strong network of parents. FLCACS prefers a School Leader to have a master's degree, teaching experience at the K-12 or college level, a record of leadership, and demonstrated abilities in speaking and writing.

Roles and Responsibilities:

- Implementing the academic program and creating a culture that fulfills the mission and vision of the school consistent with the board's classical philosophy.
- Establishing themselves as the master teacher of the school.
- Supervising and monitoring the educational program, including special education.
- Designing the school master schedule to ensure adequate time is spent on each content area.
- Implementing an assessment and record system that provides academic and anecdotal information on each student.
- Monitoring the achievement goals for the school and for each student.
- Implementing a school-wide tool for parent and community communication.
- Establishing the plan to develop moral character and virtue into the academic program and communicating this program to staff, students, and parents.
- Establishing all school procedures and organizing systems that allow for student and staff safety and well-being.
- Reporting school activities and academic achievement to the board at regular board meetings.
- Conferring with teachers, students, and parents concerning educational and behavioral problems in school.
- Providing teachers with clear expectations for classroom management procedures.
- Monitoring classroom management plans for teachers to ensure consistency and alignment to the school-wide plan.
- Providing teachers and staff with an understanding of students' backgrounds through professional development.
- Providing teacher involvement and development opportunities.

- Establishing specific staff expectations for conduct and the oversight and planning for student interventions at classroom level..
- Monitoring student enrollment, attendance, and engagement.
- Implementing a school-wide character development and academic honor program to recognize and motivate students for accomplishments.
- Establishing, communicating, and monitoring the school's discipline system to promote student responsibility and good conduct.
- Providing school activities that integrate curriculum content, such as field trips and assembly experiences.
- Providing opportunities for parent participation, including in the school's governance.
- Providing in-service and outreach opportunities to support parents in communication and educational support for their children.

Special Education/Academic Success Coordinator:

The Special Education/Academic Success Coordinator (SEAC) will be expected to have all of the same education and qualifications as a classroom teacher (see below), along with leadership and managerial experience. He/she will also oversee the Special Education Program and teachers, working closely with the School Leader on instruction, programming, and curriculum development and implementation. SEAC will work closely with the Special Education teaching team, the School District CSE, and any special education contracted services. SEAC will oversee compliance with special education, ELL, and 504 laws and, under the supervision of the School Leader, will be the primary point of contact for district CSE communication and IEP meetings.

Under the supervision of the School Leader, responsibilities may include:

- Develop and evaluate the special education teaching faculty by facilitating an annual goal setting process, and regular classroom observations and debriefings.
- Provide feedback on annual curriculum maps, unit plans, and lesson plans.
- Lead faculty in collecting, reviewing, and responding to student achievement data.
- Provide academic achievement updates to the School Leader.
- Ensure compliance with all special education, ELL and 504 law.
- Liaise with local district student's CSEs and schedule onsite related services, IEP meetings, etc..
- Monitor the effectiveness of special populations programs utilizing assessment data.
- Monitor enrollment numbers of ELL and special education students and make recommendations for staffing needs to the School Leader

Business Manager:

The Business Manager will require a bachelor's degree and assist the School Leader in coordinating transportation, parking, food service, custodian/maintenance, security, fire safety, and other outside contracts relating to the day-to-day operation of the building. Additionally, the Business Manager is the primary contact for the external accounting firm that will handle financial and human resource duties such as payroll, benefits, etc. The Business Manager will be responsible for budget development, grant writing, grant research, and grant processing. The Business manager will also be responsible for receipt of funds from the students home school district. Oversight of the office/enrollment manager, school nurse, maintenance staff, and cafeteria staff is required. The Business Manager reports to the School Leader.

Responsibilities may include:

- Development of annual budget.
- Liaise between students' home school district and FLCACS to ensure receipt of funding.
- Generate grant applications and research new grants.
- Research equipment, seminars, and training programs at the request of the School Leader.
- Develop a marketing plan for enrollment and oversee its implementation.
- Improve procedures for daily operations including transportation, safety, nutrition, and maintenance.
- Create, implement and ensure operational accountability plan, including audit, timelines/deliverables and key performance indicators.
- Work with the external firm to process employee payroll and benefits, and weigh and monitor the impact of operational decisions on the organization's financial health.
- Oversee maintenance of existing facilities, and participate actively in project planning around new and future facilities projects.
- Oversee the selection of vendors including competitive bid-solicitation and maintain regular communication with vendors.
- Oversee infrastructure and equipment management.

Administrative Assistant:

The Administrative Assistant will assist and support the School Leader. A bachelor's degree is preferred, along with similar office experience. He/she must have effective written, oral, and visual communications skills.

Responsibilities may include:

- Assist in maintaining a proper functioning main office.
- Assist in answering and directing phone calls.
- Assist in sorting and delivering mail.
- Assist with other school operations as necessary including transportation, records, and purchasing.

Office/Enrollment Clerk:

The office/enrollment clerk will require office experience and effective written, oral, and visual communications skills. He/she will report to the Business Manager and assist in school operations.

Responsibilities may include:

- Respond to, chart, and tract student enrollment, working within the Charter Lottery System rules and regulations.
- Maintain a well functioning main office and answer and direct phone calls as needed.
- Assist with other school operations as necessary including transportation, records, and purchasing.

Classroom Teachers:

Teaching faculty will possess at least a four-year degree, be able to show competence in the core academic areas in which they teach, demonstrate a love for educating children, and explain why they want to work in our unique program. Once hired, teachers will receive extensive and ongoing professional development from FLCACS' own internal programs, along with other quality training offered both locally, statewide, and nationally.

A teacher should:

- Be committed to the mission, vision, and objectives of the school as set forth in this charter application and as more fully described through faculty training and day-to-day life at the school.
- Be highly-qualified in their field and conduct his/her duties in a professional manner.
- Make decisions that serve the best interests of the education of the students.
- Develop an expectation of success and excellence for the individual student and the school as a whole.
- Be intellectually curious and display the same sense of wonder that the school expects of its students
- Should be self-motivated to continue to develop professionally, as they participate in the professional development offered by the school.

Special Education Teacher:

Special Education teachers implement curriculum that aligns to students individualized education programs. Special education teacher reports to the SEAC. They will require a bachelor's degree in education or a related field and certification in special education, as well as a track record of success in raising student achievement.

Major responsibilities include:

- Utilize adopted curricula and work with general education teachers when differentiation is needed for diverse students.
- Scaffold, chunk, or modify instruction to meet students' IEP goals.
- Monitor/report student's academic and social progress.
- Communicate with students' families, including before and after IEP meetings.
- Create opportunities for students to participate in the community.

English as a New Language Teacher (or FLCACS Special Education Teacher with necessary training, dependent on population need):

ENL teachers provide the services ELL students need to acquire English proficiency. ENL teachers report to the SEAC. They require a bachelor's degree in education or a related field and certification in English as a New Language. They should have a track record of success in raising student language proficiency.

Responsibilities include:

- Provide "pull-out" ENL services.
- Provide integrated language instruction in ELA and other subject areas for ELL students.
- Co-plan with general education and assistant teachers to strengthen the differentiation and scaffolding within their classrooms and subjects.
- Facilitate assessments for ELL students and prepare reports.
- Communicate with parents.
- Create opportunities for students to participate in the community.

Teacher Assistant:

Assistant teachers assist the general education teachers in classroom duties. Assistant teacher reports to the classroom teacher. A bachelor's degree in education or a related field is preferred. Ongoing education is encouraged. Effective written, oral, and visual communications skills, along with adaptability skills are important.

Responsibilities may include:

- Assist in developing and executing curriculum in a co-taught classroom.
- Monitor and report on student's academic and social progress.

School Nurse:

The School Nurse will provide health services to students, monitor students' medical conditions, communicate with parents/guardians, and help ensure compliance with relevant laws and regulations. The School Nurse reports to the Business Manager. He/she must have their New York State Registered Nursing License. A track record of success in working with underserved youth is preferred, along with two years of relevant experience with demonstrable success in a similar role.

Major responsibilities include:

- Administer daily medication.
- Assist with injuries and illnesses.
- Respond to emergencies within the school building.
- Follow New York State and federal regulations for school student health.
- May teach short classes or give presentations on the following:
 - Health and Hygiene
 - Fire Safety
 - Bus Safety
 - Outdoor Safety
 - Lead Poisoning
 - Stranger Danger

Custodian/Maintenance:

The Custodian/Maintenance person will provide both daily janitorial services and general maintenance to the building and equipment. Outdoor areas around the school, including walkways, playgrounds, and parking areas should be overseen by this person. The Custodian/Maintenance person reports to the Business Manager. An associate's degree in a related field is preferred. Two years of experience in school facilities maintenance, general building maintenance or repair work, and/or custodial experience is preferred. Knowledge of safety regulations, procedures and security in the workplace and public buildings, buildings and grounds maintenance and repair practices and procedures is required.

Needed:

- Physical condition commensurate with the demands of the position.
- Possession of a valid New York State driver's license and certificates appropriate to the vehicles, equipment and/or machinery operated at time of appointment or during the course of employment consistent with the needs of the school.
- Experience with preventive maintenance programs to ensure building, grounds and equipment are maintained in a safe operating condition, including repairs on equipment, such as plumbing, HVAC and electrical systems

Food Service Worker:

The food service worker will be required to prepare the cafeteria area, distribute food, collect funds from students not in FRPL, and clean up after one class in advance of the next.

Responsibilities may include:

- Accepting the food from the service provider.
- Organization of food with proper presentation.
- Interaction with children, both in answering questions about the food and describing menu options.
- Cleaning cafeteria and kitchen area.

The School Leader of FLCACS will assess any non-certified staff using the clear standards presented by the New York State Department of Education. For instance, a retired college-level instructor may be interested in teaching at FLCACS but does not have a teaching certificate. All Special Education teachers will be certified.

c. Staff Recruitment and Retention

Describe plans to recruit and retain staff members, particularly high-quality teachers including:

- ***Processes, policies, and strategies the school would implement to ensure hiring processes for teachers and staff are open and fair with outreach to a broad and robust pool of candidates, including underserved and unrepresented communities;***
- ***Description of processes and policies to recruit and hire qualified teachers and other staff members that consider the specific quality and availability of talent in the proposed geographic area; and,***
- ***Description of strategies for retaining high-quality teachers.***

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.

FLCACS will conduct national searches for the best qualified teachers, including through the National Alliance for Public Charter Schools, advertisement in local media and networking with other high-performing schools. Applications for faculty and staff positions will be accepted from all qualified candidates. Applicant screening, interviews, and selection will comply with all employment nondiscrimination laws and policies. Once a candidate is selected by the school leadership, the appropriate staff member will help to facilitate final referencing and criminal background checks. The School Leader will offer regular hiring updates to the Board.

In the scenario that in-person interviews are unavailable, video conferencing and Zoom can be utilized for the interview process. Analysis of the teacher's prior remote experience as well as a request for a sample remote class performance before the School Leader and the hiring committee may be incorporated in this case.

Employment with FLCACS is on an at-will basis; policies and procedures have also been defined to handle unacceptable leadership or employee performance. In the event that performance is unacceptable, and depending on the particular circumstances, discipline may occur. Discipline may include a warning, coaching, Performance Improvement Plan, or suspension/administrative leave. If the employee does not meet performance expectations or there is a significant violation of policies or procedures, termination may occur.

The ability to pursue the mission and implement the programs described in this application requires FLCACS to attract and retain highly effective leaders, teachers, and staff. School leadership will determine staff structuring based on skill and performance to best serve the needs of students. Applications for staff positions will be accepted from all

qualified candidates. Applicant screening, interviews, and selection will comply with all employment non-discrimination laws and policies.

The plan for attracting and keeping highly qualified staff relies on investing in the creation of a highly positive work environment. Base salaries will be determined by professional education levels, years of experience, and the merit of their experience. The base salary will be in the average range, although competitive, for teachers in Central New York Charter Schools. Salary increases will be recommended by the School Leader and determined by the Board of Trustees.

Merit pay will be encouraged as an incentive to retain quality staff members. Our budget has built into it higher than expected salary expenses so that merit pay will be available. The standard 2% increase seen elsewhere does not recognize outstanding performance. If we want outstanding performance from our students, we have to recognize outstanding performance in our teachers.

R-12d Personnel Policies

d. Personnel Policies

Submit a copy of the proposed education corporation's personnel policies. The policies should include Act requirements for personnel such as fingerprint supported criminal background checks and receipt of the Code of Ethics, Conflict of Interest Policy (if separate), and Whistleblower Policy, and ensure compliance with applicable state and federal employment laws and regulations.

The hiring procedures described in the personnel policies must include (in addition to other antidiscrimination language that may be required by law) specific reference to the fact that the school will not discriminate on the basis of gender in compliance with Title IX of the Education Amendments of 1972, 20 USC § 1641, and 34 CFR § 106.9, and list the name, office address, and telephone number of the employee or employees appointed to provide information and investigate complaints pursuant to 34 CFR § 106.8.

All policies and procedures set forth here are presented only as a matter of information. These policies and procedures may be changed or deleted and new policies or procedures may be added by the school at any time. These are not intended to constitute a contract between the organization and its employees or to change the nature of the employment relationship between the organization and its employees, which is "at will."

Civil Rights Act of 1964

The United States Equal Employment Opportunity Commission (EEOC) enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 U.S.C. § 2000e et seq.). An individual can file a complaint with the EEOC anytime within 300 days from the harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint, and determine whether there is reasonable cause to believe that discrimination has occurred, at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court.

The EEOC does not hold hearings or award relief, but may take other action including pursuing cases in federal court on behalf of complaining parties. Federal courts may award remedies if discrimination is found to have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

An employee alleging discrimination at work can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669- 4000 (TTY: [REDACTED]) visiting their website at www.eeoc.gov or via email at [REDACTED]

If an individual filed an administrative complaint with the Department of Human Resources (DHR), they will file the complaint with the EEOC to preserve the right to proceed in federal court.

Equal Opportunity Employer (EOE) & American Disability Act (ADA): FLCACS's personnel policies are intended to comply with all applicable state and federal employment laws and regulations, including EOE and ADA. We will employ the best-qualified personnel without regard to sex, gender identity, race, religion, color, creed, ancestry, national origin, citizenship, political affiliation, sexual orientation, veteran status, age, marital status, genetic characteristic or disability in all aspects of employment. FLCACS will not discriminate against qualified, disabled individuals solely for reasons of their disability, enabling a qualified person with a disability to perform the essential functions of a job by making necessary reasonable accommodations.

Performance Standards

All employees shall perform jobs responsibly in a professional and conscientious manner. Employees are expected to meet the following general performance standards in addition to the specific job responsibilities and qualifications outlined above. Employees are required to:

- Be punctual and follow regular work schedules consistently;
- Perform duties assigned by the Board, School Leader, and supervisor. Duties may extend beyond the instruction day and may include off-site functions, events, and activities;
- Be respectful to all students, co-workers, visitors, guests, and community members;
- Demonstrate the highest level of professionalism, moderation, and civility, serving as appropriate, positive role models for students in behavior and demeanor;
- Abide by laws, ordinances, Board policies and directives while performing duties for FLCACS;
- Provide students with effective, safe supervision, organization, and positive instruction
- Respect, protect, and use care in handling and operating FLCACS equipment and property;
- Complete required reports and student progress data accurately and in a timely manner.

Professional Conduct

The successful operation and reputation of the FLCACS is built upon the good character of its employees. Staff members are role models. Our reputation requires careful observance of all applicable laws and regulations as well as regard for the highest standards of conduct and personal integrity. All employees have a responsibility to the School, our students, parents, community, and the public to conduct themselves in a positive, professional manner that will earn our stakeholders' trust and confidence. FLCACS will comply with all applicable laws and regulations and expects its trustees, leaders, and employees to conduct business in accordance with all relevant laws and to refrain from illegal, dishonest, or unethical conduct. Compliance with this policy is the responsibility of every employee. Disregarding or failing to comply with this standard of business ethics and conduct could lead to disciplinary action, up to and including possible termination of employment. School employees need to ensure that any external activity does not conflict with their FLCACS duties or give the appearance of such conflict. Employees need to disclose any potential conflict of interest to the School Leader as soon as it becomes known to them.

Dress and Appearance Policy

Every employee contributes to the persona of FLCACS. It is important that they portray a favorable image. Employees are expected to dress professionally and appropriately for their particular assigned function. Professional attire is always required when performing work on behalf of FLCACS. Although there are times that employees may dress more casually in the office on announced days or for special circumstances, it is expected the policy of appropriate appearance will be followed. The following are considered unacceptable work apparel, although the list is not all-inclusive:

- Clothing in bad repair, or is badly soiled, worn or torn.
- Provocative apparel including see-through or low-cut tops; mini-skirts or skirts with deep slits; cutoffs, skin-tight or spandex pants or leggings, exposed midriffs/chests, skin-tight shirts or pants.
- General appearance or clothing that is too casual for the work environment. A few examples of inappropriate business apparel include athletic clothes, play-wear, casual shorts, tee-shirts, shirts with slogans or inappropriate graphics, sweat pants, jeans, sneakers or old athletic shoes, flip-flop type sandals.
- Offensive visible tattoos, facial jewelry, or an excessive number of earrings or other jewelry during the workday or while representing FLCACS.

Inappropriately attired employees/volunteers will be asked to change their clothes.

Confidentiality Policy

School employees are required to preserve the confidentiality of any and all records containing personally identifiable information of students. Student records are confidential by virtue of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities in Education Act (IDEA), state privacy laws, and other laws and regulations. School employees may not disclose personally identifiable information about school students unless they have been given clearance by the School Leader and are certain that the disclosure is permitted by law. All student records maintained in the central school office as well as in teacher's classrooms must be secured at all times. Only employees with a legitimate need for access to a student's records may access them without written parental permission. Also, school employees who have access to the social security numbers of school personnel are required to preserve the confidentiality of this information and only disclose it for legitimate or necessary business purposes.

Employment Status

Employees shall receive annual letters of employment that state the terms of their employment. Employees may be hired as regular full-time employees, and as such will be eligible for all benefits provided by the school. The school may also hire part-time staff members who are employed for less than 40 hours per work week. Part-time employees, temporary employees, and independent contractors are not eligible for benefits. FLCACS will verify that all of its employees are authorized for employment in the United States. Time off from work without pay for part-time employees may be granted by the School Leader.

Overtime Pay

Non-exempt (hourly) employees who physically perform work for more than 40 hours in the work week will receive pay at a rate of one and a half times their normal hourly rate for overtime hours. Hours worked up to 40 hours are paid at the straight-time rate. Only hours physically worked count toward overtime pay; accrued time off, holiday, or other paid time off does not count toward overtime pay.

Exempt (salaried) employees will not receive overtime pay.

Benefits Package

FLCACS reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws. Each employee will be notified of any alteration in the benefits package.

Medical and Dental Insurance

The Board will select a medical insurance plan, which may include more than one option of provider or provider networks, which the school will provide to each full-time regular employee. Employee co-payment for health care coverage will be required and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.). Employee contributions for health care and dental coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the School Leader or his/her designee. The Board will select a dental insurance plan that the school will provide to each employee. Employee copayment for dental coverage will be required and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.).

Continuation of Health Insurance Benefits (COBRA)

COBRA offers Employees, spouses, domestic partners, and dependent children the ability to continue existing health/dental insurance coverage at their own expense. Employees must meet qualifying conditions to participate in COBRA. Employees will receive COBRA information at the time of the qualifying event.

Workers Compensation Insurance

Injuries resulting from accidents that occur while performing official duties on behalf of FLCACS are covered by workers' compensation insurance. Any employee who suffers an injury as a result of such an accident must report the injury to the School Leader within the same day and file a report with the School Leader or his or her designee as soon as possible. Such employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Disability Insurance

The school carries short-term disability insurance in accordance with New York State law. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms with the director or his or her designee. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Declination of Insurance Benefits

Any employee who wishes not to accept any of the insurance benefits offered by the school is required to submit such a request in writing to the School Leader.

Unemployment Compensation

FLCACS contributes to the Unemployment Compensation plan administered by the State of New York.

School Leader's Benefits

The insurance coverage and benefits package offered to the School Leader may differ from that offered to other employees, subject to a determination by the Board of Trustees, and consistent with applicable state, federal, or other laws.

Reporting Responsibilities

School staff members are MANDATED to report SUSPECTED child abuse or neglect. We need not be certain that a child is being abused; we need only suspect abuse or neglect in order to report it. The following examples of "Red Flags" need to be reported to the counselor immediately:

- A child who talks about wanting to hurt or kill him or herself.
- Any injury, mark or bruise that looks concerning and for which there is no viable explanation. Only one adult should ask the child how the injury occurred – avoid excessive questioning.
- A child who complains that he/she cannot sit down because they have been spanked.
- Inappropriate sexualized behavior, either acting out or knowledge that is not age appropriate.
- A child who expresses fear or concern about going home, or about someone in his/her home or about something happening at home.

If you suspect that a child is being abused or maltreated, contact the School Leader in person as well as provide a written documentation by using the Confidential Report of an Allegation of Child Abuse. Once this is completed, it is every teacher's responsibility to report the suspicion to the Association of Children's Services (ASC) with consultation of the School Leader. Do not let a child that you suspect may be a victim of abuse leave school at the end of the day without first talking to the School Leader. In addition, all employees are REQUIRED to report any allegations of child abuse in an educational setting to the School Leader. The term educational setting means the building and grounds of any school as well as vehicles used to transport students to and from school, field trips and extracurricular activities as well as the sites where those activities take place. The School Leader needs to be notified of any such concerns and complete a Confidential Report of an Allegation of Child Abuse in an Educational Setting.

Workplace Policies and Procedures

The goal of FLCACS is to provide a safe, healthy, positive, welcoming school family environment for students, teachers, parents, staff members, and the community. The following workplace policies are designed to achieve that goal:

Health & Safety

The workplace will be maintained in a safe, healthy condition, and in accordance with all applicable health and safety laws. It is essential that all employees perform their duties in a safe manner and follow all established safety rules. Employees need to discuss with the School Leader or their supervisor any hazards of their job and make sure they are familiar with any equipment they operate. FLCACS will conduct training as needed for employees who work with hazardous materials or equipment.

Smoke-Free Workplace Policy

All FLCACS facilities and events, including field trips, will be smoke-free.

Drug & Alcohol Free Workplace Policy

The possession, use, distribution, sale, or manufacturing of illicit drugs and alcohol on FLCACS grounds or at FLCACS events is strictly prohibited.

Harassment/Discrimination

FLCACS is committed to creating and maintaining a work environment free of conduct and/or communication that is objectionable or disrespectful. FLCACS prohibits discrimination on the basis of gender, age, race, color, creed, ancestry, national origin, religion, marital status, sexual orientation, gender identity or expression, physical or mental disability, medical condition or any other characteristic that is protected by law. FLCACS strictly prohibits harassment that is perpetrated by and against its employees and students. Conduct which creates an intimidating, hostile, or offensive work environment will not be tolerated. FLCACS prohibits sexual harassment, including repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendos of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive or explicit objects or pictures by another employee or parent. If an employee believes that he/she has experienced or witnessed harassment or discrimination, that employee should immediately notify the School Leader or a Trustee with whom that employee feels comfortable. All reports will be promptly investigated and kept confidential to the extent possible. A thorough investigation and appropriate action will take place.

Whistleblower Policy

The purpose of this policy is to encourage its employees, volunteers, contractors, board of Trustees and students to report any action or suspected action of FLCACS that may be illegal, fraudulent or contrary to any adopted policy of FLCACS, by providing a procedure to report such actions and to protect from retaliation any such person who, in good faith, reports suspected improper conduct.

Investigation of Reports

Investigation of reports will be conducted as presented in the Compliant Policy.

No Retaliation

Retaliation against any person who, in good faith, makes a complaint, report, or inquiry under this Policy, or who has cooperated in an investigation under this policy, will not be tolerated by FLCACS. Any act of retaliation will itself be subject to disciplinary action, up to and including as appropriate, termination of employment, loss of volunteer privileges, or removal from office or from the Board of Trustees. Prohibited retaliation also includes, with respect to any contractor, any loss of business opportunity, and with respect to any consumer of services, any reduction in or termination of services. If any person believes that someone who has made a complaint, report, or inquiry under this policy, or who has cooperated in the investigation under this policy, has been subject to retaliation, that person should follow the same procedures for reporting suspected misconduct as set forth in the Compliant Policy.

Confidentiality

Reports of Concerns, and investigations pertaining thereto, shall be kept confidential to the extent possible, consistent with the need to conduct adequate investigation will be viewed as a serious disciplinary offense and may result in discipline, up to and including termination of employment. Such conduct may also give rise to other actions, including civil lawsuits.

Workplace Anti-Violence Policy

FLCACS policy concerning violence, or the threat or perception of violence, in our workplace or in relation to employment is “zero tolerance” against violence. Acts or threats of physical violence, including intimidation, bullying, harassment, and/or coercion, that involve or affect the school or that occur on school property or in the conduct of school business off of school property, will not be tolerated. Workplace violence includes threats of any kind - threatening, physically aggressive, or violent behavior, such as intimidation, or attempts to instill fear in others; other behavior that suggests a propensity toward violence, including belligerent speech, excessive arguing or swearing, sabotage, threats of sabotage of school property; defacing school property or causing physical damage to the facilities; and bringing weapons or firearms of any kind on school premises or while conducting school business.

This prohibition against threats and acts of violence applies to all persons involved in school operations. Violations of this policy, by any individual, will lead to removal from the school premises and disciplinary and/or legal action as appropriate. Employees need to notify the Head of School if they observe any of the above listed actions or behavior, if a restraining order is in effect, or if a potentially violent non-work related situation exists that could result in violence in the workplace.

Policy Dissemination

This policy is distributed to all directors, officers, employees, and to volunteers who provide substantial services to FLCACS.

Solicitation and Distribution

Solicitation for commercial purposes by any employee is prohibited while on working time. Employee distribution of commercial literature, including handbills, in work areas, is prohibited at all times. Trespassing, soliciting or distribution of commercial literature by non-employees on FLCACS premises is prohibited at all times.

Personal Telephone Calls & Cellular Telephone Use

Personal use of a cellular telephone should be extremely limited during the work day, and never in business meetings or in a way that interferes with the work day. Cell phones should be turned off or placed on vibrate and not used during the work day unless absolutely necessary (i.e. emergency use only).

Internet Use

The Internet is a powerful communications tool and a valuable source of information. However, an employee's improper use of internet services can waste time and resources and potentially create legal liability and embarrassment for both the school and the employee. An Internet service includes, but is not limited to: e-mail, web browsing, and newsgroups. Internet services are provided by FLCACS for school use. Incidental use of Internet services for personal, non-work-related purposes is acceptable, provided such use: does not occur when an employee is scheduled to provide instruction or perform other duties, does not interfere with the employee's performance of job duties, and does not disrupt the educational process. The following uses of Internet service are prohibited: viewing, downloading, transmitting, or otherwise accessing or utilizing any pornographic material (including any material that is sexually explicit in language, content, or which depicts nudity or other indecent material); exposing computers and/or computer-related equipment to damage, virus, contamination, or breach; use for commercial purposes and/or for performing work on behalf of any third party during the employee's work hours; use that is otherwise inappropriate and/or prohibited or that constitutes any activity prohibited by FLCACS or State or Federal law; and use that interferes with the productivity of the employee or his/her co-workers.

Employees are prohibited from placing passwords or other access-limiting devices or codes on any computer or computer-related equipment provided to the employee by the school, unless said password and/or code is provided first to the school. Computers, servers, and all computer-related equipment provided by the school is the property of the school, and the school reserves the right to search, review, or monitor any files, messages, or communications sent, received or stored on the FLCACS's computer systems without advance notice and may also limit the use of the Internet service in part or in whole. Employees cannot expect privacy regarding material or files created on or stored on FLCACS computers.

Emergencies

All staff members are urged to familiarize themselves with the building facilities and location of fire-fighting equipment. First aid and child CPR training will be given during the Staff Development days for teachers and staff. In emergency situations, staff shall use their best judgment in following emergency procedures. If anyone needs immediate medical attention, call the main office and request whoever answers to contact 911. The Administrative Assistant will contact the nurse, School Leader and 911, if needed. If the person has stopped breathing, a trained CPR person is needed immediately. Be prepared to provide the following information:

- your location and
- name, child/person's name and age; and the
- the child/person's condition and
- what if anything happened to cause the condition?

An adult needs to stay with the sick or injured person/student at all times. The Administrative Assistant will designate a staff person to wait outside the facility for the ambulance and emergency officials to arrive at the school entrance and escort them to the classroom. The Administrative Assistant will stay in the office in case the EMS needs to contact the school and make sure a copy of the Emergency Contact Form and Before Providing Care Form is given to the appropriate medical emergency staff and the attending faculty member. The Administrative Assistant will also notify the student's family as soon as possible. Their contact information can be found on the Emergency Contact Form.

Attendance and Leaves of Absence

Our employees are essential to the overall success of our school and students. Showing up for work on time is essential for employee performance. We recognize that there may be occasions when employees need to be absent or arrive late. On these occasions, employees are expected to contact the administrative assistant as soon as they know they will be absent or late or at least two hours before school starts so that proper coverage can be arranged. When contacting the administrative assistant, employees need to indicate: (1) If they will be late, indicate approximate arrival time, (2) If they will be absent, indicate the reason (i.e. sick, sick child, etc.) and the approximate duration of the absence. Employees need to call the school every day they are absent. If an employee fails to report for work and notify the administrative assistant for three consecutive work days, the school will consider the employee has voluntarily resigned, unless a reasonable excuse is offered and is accepted by the School Leader. Disciplinary action up to and including termination may result for violating this policy or for excessive absenteeism and/or tardiness.

Personal Leave

All staff members must request personal leave from the School Leader or Business Manager dependent on position, giving advance notice whenever possible. All instructional staff members need to make every reasonable attempt to use leave so that it does not disrupt classroom instructional time.

Leave of Absence for Family and Medical Leave Act (FMLA)

Although not mandated to do so, FLCACS voluntarily follows the guidelines in the Federal Family and Medical Leave Act of 1993 (FMLA). Eligible Employees may qualify for a maximum 12-week unpaid leave of absence in a rolling 12-month period. Current regulations will apply.

Employees are qualified to apply for FMLA when they have been continuously employed for at least 12 months and have worked at least 1,250 hours during the year preceding the leave.

FLCACS automatically places qualified employees on FMLA leave when they qualify for New York State Disability or Worker's Compensation. Circumstances eligible for consideration include: childbirth and care of a child, placement of a child for adoption or foster care with Employees, care of their seriously-ill child, spouse, domestic partner, parent, member of their immediate household or their own serious health condition that makes them unable to perform their job.

Medical certification from the health care provider must accompany the request for a leave of absence due to a serious health condition. This certification must state the duration of the leave and medical need.

Current health and dental insurance coverage will remain in effect during the employee's leave of absence as if the employee was still reporting for work. FLCACS continues to make its contribution to insurance premiums during the leave. The employee must continue to make their contribution payment to keep coverage in place.

Military Leave

Members of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).

Employees should provide a copy of their reporting letter to their Supervisor when it is received. Employees called to active duty are placed on a Military Leave of Absence. All insurance benefits will remain in effect during the employee's leave of absence as if the employee was still reporting for work. FLCACS continues to make its contribution to insurance premiums during the leave. The employee must continue to make their contribution payment to keep coverage in place.

Employee Evaluation

The School Leader will visit classrooms weekly and randomly. These opportunities will be used to observe the classroom related to each teacher's professional goals. The School Leader will hold monthly meetings with teachers. Written evaluations of employees will be performed annually. The school will follow a well known evaluation system, Danielson Rubric, and customize it for the school community. This teacher evaluation rubric is designed to help districts promote a common definition and understanding of excellence in teaching. The Business Manager will annually (or as needed) evaluate the positions under his/her supervision.

Discipline Policy

If an aspect of an employee's behavior or performance has become unacceptable or unsatisfactory, the School Leader may in appropriate circumstances and at the school's discretion, utilize the following process to resolve the problem. As a function of the incident involved, one or more of the following steps may be used as corrective discipline:

- Step 1 - The School Leader will conduct an informal counseling session with the employee and identify the area(s) of concern/unacceptable behavior. The School Leader will seek employee input relative to the issue, record notes from the meeting and retain a copy. A time frame will be established within which the performance is expected to improve.

- Step 2 - If unacceptable performance/behavior continues, the School Leader will meet with the employee to issue a written warning, identifying the unacceptable behavior and reference the meeting conducted at Step 1. The School Leader will solicit employee input relative to the unsatisfactory behavior and will instruct in the written warning that further discipline up to and including termination may follow unless the employee's performance improves. A copy of this warning will be placed in the employee's personnel file. The employee will be asked to sign the warning and will be given a copy. The employee may note his/her response to the warning.
- Step 3 - If the employee's behavior/performance remains at an unacceptable level, the School Leader may either suspend the employee without pay, or implement further discipline, including termination. A notice that sets forth the disciplinary action shall be issued to the employee. The employee will be asked to sign a copy of the notice and may note his/her response in writing. A copy of the notice will be placed in the employee's personnel file.

Termination

Each employee will be employed on an "at will" basis. FLCACS has the authority to terminate an employee with or without cause, unless such termination would violate applicable law. Offenses which can result in immediate dismissal include, but are not limited to: abusive action to a child or FLCACS employee, or any other person on FLCACS premises; physical or verbal abuse of a student; insubordination or disobedience of an order relating to the safety of children; failure to perform professional duties; possession of, sale, use, or being under the influence of drugs or alcohol on school premises or during school functions; falsification of documents or records or falsification of benefit claims; theft, attempted theft, or misappropriation of FLCACS property or funds; failure to maintain confidentiality; fighting or provoking a fight on school premises; leaving work without supervisory approval and absence for three days without notice; possession of a weapon on school property or during any school sponsored event; gambling on FLCACS property; destruction of FLCACS property, materials, or equipment; and undermining FLCACS's code of ethics.

Severance Pay & Exit Interview

Employees shall not be entitled to severance pay. All departing employees are strongly encouraged to participate in an exit interview.

The request is not applicable.

The request is not applicable.

R-14ad Governance Structure

a. Board Members

Provide a brief narrative describing the methods used to recruit and select board members. The response should describe the process applicants used and will use to recruit well qualified proposed board members who bring relevant experience that will support effective governance and should also describe steps that were taken and will be taken to recruit board members who are representative of the interests of the students and families the school proposes to serve. Use the Proposed Board Members table (see below) to identify a minimum of five proposed board members. In circumstances where one or two persons affiliated with a CMO will serve on the education corporation board, a total of at least six or seven trustees must be identified when the proposal is submitted. Refer to the Guidance Handbook for more details.

- *Under the heading “Position on the Board,” please note any leadership and/or affiliations that proposed board members would hold. For example: “Board Chair,” “Treasurer,” “CMO Representative,” “Parent Representative,” etc.*
- *Under the heading “Committee Affiliations (if any),” please note any committees on which a proposed trustee would serve (e.g., “Academic Committee,” “Finance Committee,” etc.).*
- *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 first year, that member should appear in the table below as: Name – TBD; Position on the Board – PTO Representative; Committee Affiliations – TBD; Area of Expertise and/or Additional Role at School – Parent; and, indicate whether the role would be “Voting” or “Non-Voting and/or “Ex-Officio.”*

NOTE: *Paid school employees, including administrators and teachers, may not generally serve as voting members of the board, except perhaps in limited circumstances.*

Board Composition:

Finger Lakes Classical Academy will be governed by the governing board and managed by its School Leader and Business Manager. The governing board will be responsible for adopting policy, overseeing the management of the school, and ensuring financial compliance and responsibility. In addition, the governing board will ensure that the mission and goals of the charter are carried out by engaging in strategic planning. The governing board will not be involved in the daily operations of the school, but will hire a School Leader, who will be evaluated at least annually. The School Leader, in partnership with the entire governing board, will decide upon a periodic evaluation of the School Leader's performance. The governing board will ensure the School Leader and Business Manager manage in compliance with the school's charter and with all state and federal laws and regulations.

The governing board will perform ongoing assessments of the school and its programs and operations. Governing board members will participate in and develop short and long range plans for the school. The board will monitor the effectiveness of the school's programs and implementation to determine if the school has met its stated goals.

The School Leader and Business Manager report to the governing board at regular meetings about the school's operations. The School Leader and Business Manager shall present his/her recommendation to the governing board on any subject under consideration prior to action taken on the subject, if requested. The School Leader and Business Manager will be required to attend all governing board meetings.

The School Leader will be responsible for overall instructional leadership for the charter school, including the discipline of students, and the planning, implementation and supervision of the educational program of the school. The School Leader will have the responsibility for all personnel matters, including periodic evaluation as per FLCACS policy and having the authority to hire, discipline, and terminate all academic employees. The School Leader will establish and maintain an appropriate community relations program. He/she shall uphold and enforce the charter, the governing board policies, and local, state, and federal laws and regulations.

The work of governing and overseeing the school is divided among the board members and supported by the requirement of a minimum of one board member on each committee. Each committee meets monthly and reports to the board as a whole each month. The structure ensures that the board is always informed about the status of the various aspects of school governance.

The founding team has developed the mission, academic program, and structures responsible for developing FLCACS through school startup. Through one-to-one

conversations and community outreach efforts, the founding team has been actively recruiting a pool of interested and qualified candidates to participate in the application and founding efforts of the school. The primary qualification for team members is that they support and understand the school's mission and that they desire to develop and maintain a charter school that will provide a classical, content-rich education in the liberal arts and sciences. In addition, a good mix of skills and competencies, such as law, finance, K-12 education, human resources, fundraising, technology, real estate, and experiences will be preferred.

Maureen Kinney (Angotti) is the board chair. As the mother of six children, the state of K-12 education has been of utmost importance in her family's life. She and her husband chose to send their children to a small private Ukrainian Catholic school in the community. This school, which had been open for 72 years, closed when their oldest child was in 11th grade. With many more years of schooling ahead, she began her quest to find an alternative and to bring her knowledge of classical education, her skills, and her years of experience to her children's new school. The limitations of private schools, public, and homeschooling soon became apparent. She began to investigate the public charter schools' educational models to find a classical mission. She located the Barney Charter School Initiative and began to communicate with them. The more she learned about bringing a classical liberal arts and sciences curriculum to the public charter school model, the more she was convinced it was a possibility for the children in her community. The search for like-minded people began.

Martha (Mitchell) Rescigno is the vice chair. Maureen spoke at a school choice event for the Republican Women's Club. Martha's parents were at the event and spent some time following the talk speaking with Maureen about school choice. They were intrigued by the potential BCSI involvement because their daughter Martha had attended Hillsdale College and been certified to teach there. The Mitchells offered to connect Maureen with their daughter, whom they believed would be interested in the charter project. Maureen and Martha connected. With Martha's support of school choice and her vast experience and educational background in classical education she was enthusiastic to join the founding team.

Roberta Massarini is a board member. At the time Maureen met Roberta, Maureen was doing a presentation to the Cayuga County Legislative meeting on FLCACS. Roberta, being the President of the Women's Republican Club at the time and the Vice-Chair of the Cayuga County Republican Party, was at this meeting. After hearing Maureen speak, Roberta requested that she also speak at the Women's Republican Club Annual breakfast. Since then, Roberta has become the Chair of the Republican Party and has continued to be supportive of FLCACS. She is a strong supporter of school choice and has offered her assistance whenever possible. In addition to her professional background,

she home schooled all four of her children K-12, having them all in college by the age of 16, so she is familiar with the impact of curriculum on a child's education.

Nikki Kersbergen is the board treasurer. She grew up in Liverpool and North Syracuse. She attended Catholic schools from grade one through graduation. She has been in education for over 19 years: 12 years teaching high school ELA, 6 years as a Teacher on Special Assignment as Grant Coordinator, and the last year and a half as a Finance Manager. She has been working in the Finance Department of a charter school in Rochester for the past 5 years. Nikki has her School District Leader Certification and School Building Leader Certification through the University of Rochester. She is currently finishing her School District Business Leader Certification through SUNY Brockport (May 2023). Nikki read about the Charter's initial application in The SUNY Charter School Institute's bi-weekly update and reached out to Maureen to see if she needed any help reviewing and editing their application for resubmission.

Bruce MacBain is a retired middle school principal. He taught High School Social Studies for 10 years before becoming a Middle School Principal for 21 years. He was the NYS Middle School Principal of the Year in 2012, and led his school to attaining the honor of being a School to Watch from 2006 until he retired. He presently teaches the Supervision of Curriculum course (required for the CAS degree) for Cortland State.

Holly Grant, PhD is a librarian at a private school and a community volunteer. For almost 20 years, she taught mathematics to kindergartners through professional engineers. Her dissertation spanned topics in partial differential equations and data visualization. Currently, Holly researches the Foundation Aid Formula and equitable funding for all students in New York state.

Upon charter authorization, the founding team will transition to the Board of Trustees. This Board will be responsible for governance with more significant involvement in the administrative and operational aspects of starting the school. Day-to-day operations will be under the purview of the School Leader, once hired. The Board will be retaining counsel and has been in conversation with Eagen Law Firm, counsel to Truxton Academy Charter School and other Charter Schools. The Board will be responsible for selecting and hiring the School Leader, who will ultimately be responsible for implementing and refining the academic framework of the school, as approved by the Board, and for school operations.

If it is learned that a Board member did not fully disclose a conflict due to their personal interests in a transaction and did not ensure that the transaction was fair (in agreement with the full board) to the charter, action needs to be taken. Even the perception of unethical behavior can often hurt as much as the real thing. Immediate notification to FLCACS counsel and The SUNY Charter Institute needs to be made.

There are ways to avoid this: regular training for board members and staff; A conflict of interest policy that explicitly includes the notification of personal interests or the appearance of personal benefit; a travel policy; An annual disclosure form to be completed regularly by board and staff to identify potential conflicts; A policy on the use of tickets to fundraisers detailing who may use them and under what circumstances. The policies can also include a penalty for failing to disclose or accurately disclose any applicable interest.

The chart below lists the board members and the proposed Ex-Officio positions.

FLCACS Board		June 6th, 2024			
	Position on Board		Expertise and/or Role	Voting	Ex-Oficio
	Chair		Founder	Yes	No
	Vice - Chair		Curriculum	Yes	No
	Treasurer		Finance		
	Secretary		Community Leader	Yes	No
	Member		Curriculum	Yes	No
	Member		Curriculum	Yes	No
	School Representative		School Leader	No	Yes
	Administrative Representative		Business Manager	No	Yes
	PTO Representative		Parent	No	Yes
	Teacher Representative		Teacher	No	Yes

b. Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation's board of trustees including:

- *Selecting school leader(s) (and partner or management organizations, if any);*
- *Monitoring school performance including fiscal performance, specifically detailing what that monitoring will entail and what sources of data it will use to assess that the school is meeting its mission, accountability, fiscal, and operations goals; and,*
- *Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for the achievement of the school's mission and goals.*

The Board is the governing body of the school and has the responsibility to oversee the effective, faithful execution of a traditional, classical-liberal arts educational philosophy according to the following mission statement: To train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue. It is accountable for the academic, financial, legal, and operational performance of the school. The Board places responsibility for implementing its policies with the School Leader and Business Manager, but the Board remains accountable. The Board will conduct annual reviews of all committees, including a self-evaluation, to ensure effectiveness.

Each Board member will possess and understand the charter application, the bylaws, policies, and the Articles of Incorporation, and sign the Board Duties and Responsibilities Agreement. The FLCACS Board will define and make available Board Duties and Responsibilities for the Board to adopt. It will be the first obligation of each Board member to become informed about the school's history, philosophy of education, contractual goals and obligations, current operations, and concerns. FLCACS will place a premium on the continuing education of its Board.

The Board will oversee and create the educational and operational policies of the school to ensure adherence to the school's stated mission and philosophy. The implementation of Board policies and procedures, and daily operations will be the responsibility of the School Leader and Business Manager. The Board retains the right to update its policies throughout the life of the school.

The mission will guide all the efforts to govern FLCACS and drive the Board's decision-making processes for the students and families served. The mission will be posted prominently throughout the school building, included on all Board meeting agendas, and referenced before making any key governance and operating decisions. It will also be included as an important aspect in parent and community communications and documents, such as the family handbook and staff handbook.

Specific responsibilities of the board may include but are not limited to the following: advocacy, school leader support, fiscal accountability, development and fundraising, community outreach, grievance, recruitment, charter fidelity, compliance with applicable laws and regulations, and development to support the program. These responsibilities may vary according to need and may be delegated to a third party where applicable. The following serves as a cursory definition of each aspect of the responsibilities listed.

Advocacy: The Board members serve as ambassadors for the charter by clearly protecting and articulating the school's mission and goals and by garnering support in the community. The Board will operate with openness and keep communication frequent and clear through monthly board meetings.

School Leader Support: The Board is responsible for providing strategic leadership for the school. The Board will select, hire, and evaluate the School Leader. The Board provides input and feedback to the School Leader on specific issues and concerns (e.g. school culture, discipline policy, student recruitment, etc.). They formally evaluate the School Leader on an annual basis. They support the School Leader by ensuring that he/she has the moral and professional support needed to further the goals of the school.

Fiscal accountability: The Board is responsible for financial oversight of operations at FLCACS. The board will also support the financial stability of the school in conjunction with the Business Manager and has final responsibility in all fiscal affairs of the school. The Board participates in the budgeting process each year, providing advice and feedback to the Business Manager, and formally evaluating the Business Manager annually. They monitor the management of financial resources by approving the annual budget and ensuring that proper financial controls are in place. Financial reporting of the Treasurer to the board is required in the bylaws to ensure fiscal controls and responsibility.

The board treasurer will work closely with the **Business Manager** in order to guide and monitor the school's fiscal performance. While the Business Manager will have some autonomy to accomplish the necessary tasks required for the operation of the school; any transactions over \$5,000 must be approved by the board treasurer. In addition, the Business Manager will present the expected expenditures and revenues to the Board Treasurer multiple times throughout the month. This will enable the Treasurer to prepare their monthly reports for the Board and keep a continual line of communication open between the Business Manager and the Treasurer without stifling the day-to-day operations.

Development/fundraising: The Board has a fiduciary responsibility to ensure that the FLCACS students receive maximum benefit from the educational resources available. The Board assures there are adequate resources for the school to fulfill its mission by

raising funds from the local school community as needed. Additional fundraising will be done in partnership with the Friends of FLCACS and can take place for large-scale capital campaigns.

Compliance: The Board monitors and ensures compliance with the New York Department of Education regulatory statutes and other local, state, and federal laws by regularly reviewing school policies, programs, and practices. The Board will review school data against State and Federal charter requirements to ensure compliance. The Board has the ultimate responsibility for charter compliance.

Grievance: The Board serves as the grievance committee for parent and staff concerns that are unable to be resolved by the School Leader. The board will also be responsible for answering grievances brought forth by the community concerning the compliance, integrity, and accountability of the school and the Board that has gone through the proper chain of command stated in the complaint policy (R-14g).

Section 2855 (4) of the NYS Charter Schools Act provides a formal complaint process for use by individuals (including parents) or groups who believe that a charter school has violated a term of its charter, a provision of the NYS Charter Schools Act, or any other provision of law relating to the management or operation of the charter school. **That process requires that the complaint be brought first to the School's board of trustees** (or its designee as described in the School's complaint/grievance policy). The charter school is required to provide you with a copy of its complaint/grievance policy upon request.

Recruitment: The Board will actively recruit new board members and committee members. The **School Leader** will be recruited by the hiring committee formed by the Board. Once selected, the School Leader will join that hiring committee and continue the search for staff to run the school. The School Leader will have the ability to recommend hires, but final approval will come from the hiring committee.

Evaluation of School Leader: The board will evaluate the School Leader as noted in Request 11ab "School Management and Leadership" annually, based on effectiveness, interaction with parents, students, and teachers, and the overall performance of the school. The FLCACS Board will evaluate the School Leader annually, based on effectiveness, interaction with parents, students, and teachers, and the overall performance of the school. The performance of our school leadership is integral to the success of our faculty and students and therefore has high expectations.

Below are the criteria and procedures for the evaluation of the School Leader and the leadership team positions at FLCACS.

1. Prior to the beginning of the school year, the School Leader and the FLCACS Board will meet to establish specific academic performance and program goals for the year, such as how to address closing potential achievement gaps or improving math skills.
2. A formal meeting during the second marking period will be held to determine progress against the established and specific goals.
3. A formal meeting during the fourth marking period will be held to mark progress against the established and specific goals.
4. The School Leader will submit evidence of the year's progress toward goals.
5. A comprehensive end-of-year evaluation is delivered by the board after considering the evidence, as well as a self-evaluation.
6. A copy of the evaluation is placed in the School Leader's personnel file.

c. Education Corporation Board Design

Describe the rationale for the proposed design of the education corporation's board of trustees including:

Through community outreach efforts, the current board has been actively recruiting a pool of interested and qualified candidates to participate in the application and founding efforts of the school. The primary qualification for team members is that they support and understand the school's mission, vision, and philosophy and that they desire to develop and maintain a charter school that will provide a classical, content-rich education in the liberal arts and sciences. In addition, a variety of skill sets and competencies, such as law, finance, K-12 education, human resources, fundraising, technology, real estate, and experiences will be preferred.

- ***Ex-officio members (voting and non-voting);***

As an ex-officio member, the School Leader and the Business Manager will be required to be present at all board meetings. The board will transition administrative and operational responsibilities to the School Leader. He/she will provide a monthly board update on pertinent information and the Business Manager will provide an update on finances. Additionally, a parent and teacher representative will also be ex-officio members.

- ***Information to be received from the CMO, partner, school leadership, staff, or contractors as applicable;***

As mentioned above, having the School Leader as an Ex-officio board member, along with a teacher representative, also as an Ex-officio member, will provide the board with information on the day-to-day operations of the school and also insight from staff. This will be in addition to the monthly reports provided by the School Leader and the Business Manager.

- ***New trustee orientation process; and,***
- ***Board/trustee training and development including the self-evaluation tool the board intends to use.***

The Board shall have an annual Board retreat that will include training and orientation for new members, a review of key documents, and strategic planning for the next school year. FLCACS may have a Board committee (including the Board Chair and Vice Chair) that will identify and encourage qualified persons to become candidates to serve on the Board, organize the orientation for new members, and organize the ongoing education for the entire Board. FLCACS will also assist by providing resources to educate Board candidates on the implementation of the mission which is critical to the success of an effective, functioning board.

Board training will include, but is not limited to:

- The governance model of the school, including board roles and responsibilities.
- Details about board processes and procedures.
- The structure of board meetings and the open meetings and public records laws.
- Information about the school's programs, systems, and policies.
- Parliamentary procedures and the role of board members in the use of such procedures.
- A review of the school's bylaws and articles of incorporation.
- A review of the charter and delineation of responsibilities to the authorizer.
- A discussion of the lease and its provisions.
- Proper use of closed sessions and the limitations on items that can be discussed outside of public meetings.
- Structure of public comment periods at board meetings.
- Reviewing, approving, and overseeing school budgets.
- Allocation of board funds and their proper use.
- State assessments and their meaning, impact, and reporting and the school's formative assessment process.
- The School Improvement Plan process.
- Our student discipline policy and behavior management system.
- The family handbook.
- Parent satisfaction surveys.
- Annual reporting requirements.
- Crisis management system/protocol.
- The foundations of the classical curriculum.

d. Stakeholder Participation

Explain how the board will effectively collaborate with parents, the community, and school staff in the governance of the educational corporation.

Advisory committees may be created to assist with policy setting and the operation of the school. Policy-setting committees will report to the Board. Operational committees will report to the School Leader. Committees created by the Board may be filled through appointment by the Board chairman or by a majority vote of the Board, depending on the committee.

The Board Chair or majority vote may fill a committee seat with teachers, parents, or other school staff, depending upon the committee and the appropriateness of the appointment. The Board will at all times try to include as many outside interested parties as possible, while at the same time avoiding conflicts of interest.

The Board shall determine how committee members will be selected when it first creates the committee. Board committees shall be composed of at least one director and other persons selected by the Board to serve on that committee. The School Leader and Board chairman, or their designee, shall be ex-officio, non-voting members of all Board committees. Committees may include but are not limited to: executive, curriculum, hiring, finance, audit, public relations & marketing, buildings & facilities, and fundraising.

e. By-laws

Provide a draft of the proposed education corporation's governing bylaws.

Finger Lakes Classical Academy Charter School Proposed Bylaws

ARTICLE I - NAME; LEGAL STATUS

1.1 Name, Location and Address.

The name of the corporation is Finger Lakes Classical Opportunities, Inc. doing business as Finger Lakes Classical Academy Charter School (hereafter, "FLCACS"), and the name of the charter school governed by the corporation is 501 (c3) Finger Lakes Classical Academy Charter School.

The initial principal office of the FLCACS shall be as stated in the Articles of Incorporation, 4130 Westlake Road, Auburn, NY 13021.

FLCACS may at any time and from time to time change the location of its principal office, though FLCACS expects to maintain its principal address at the school. The school is located at [TBD - as soon as Charter is approved].

1.2 Legal Status. FLCACS is a nonprofit entity under New York law. It exists in order to create, promote, and govern the operations of the school. The school is a charter school pursuant to the New York State Board of Regents.

ARTICLE II - PURPOSE and NON-PROFIT STATUS

2.1 The purpose of FLCACS is to provide education to students in Kindergarten through twelfth grade through the operation of a public charter school.

2.2 Nonprofit Status. FLCACS is organized as a New York State nonprofit public benefit corporation exclusively for charitable, educational and scientific purposes, including, for such purposes, the making of distribution to organizations that qualify as exempt organizations under section 501(c3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE III-BOARD OF TRUSTEES

SECTION I: Responsibilities

1. Authority

- a. The business and affairs of FLCACS shall be managed and controlled under the general direction of the Board of Trustees of FLCACS (the "the Board of Trustees" and each member thereof, a 'Trustee') in accordance with the purposes and limitations set forth herein and in the Charter Agreement between FLCACS and the Board of Trustees of the SUNY Charter Institute.

2. Powers

- a. The Board of Trustees of FLCACS shall have general and specific powers, as follows:

1. General Powers: The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitation of the Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board 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's ultimate jurisdiction.

2. Specific Powers: Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

- a. To be responsible for all decisions concerning the acquisition, sale, purchase, and use of FLCACS assets;

- b. To establish and supervise compliance of all FLCACS policies, regulations, rules, the retention, supervision, evaluation, and all other employment decisions concerning the Head of School of FLCACS;

- c. To approve all contracts of employment, including pay and fringe benefits provided thereunder;

- d. To approve all personnel decisions involving the termination of employment, demotion, transfer, or promotion of FLCACS personnel;

- e. To provide oversight and supervision of all facets of the operations of FLCACS, including approval and supervision of its curriculum, education programs, and all related matters;

- f. To carry out all other duties that are necessary and appropriate to the governance and management of FLCACS are or may be prescribed by these bylaws, or which may otherwise be required by law.

g. To exist as a governing board and perform all duties appurtenant thereto, including overseeing and directing the organization and administration of the education program, curriculum, policies, and operations of FLCACS consistent with the provisions of the charter granted by the New York State Board of Regents on _____, 2021 and the charter agreement between the FLCACS and the New York State Board of Regents, dated _____, 2021.

h. To ensure that the administrators and faculty of FLCACS offer an exceptional, relevant and rigorous curriculum to the enrolled students.

i. To oversee the development and, to the extent necessary, implementation of a fair and unbiased lottery system, that is compliant with Education Law § 2854 (2) (b) and providing a preference to applicants residing within the School District location.

j. To direct and supervise its administrators and employees relative to the applications for grants and other funding for the sole benefit of the FLCACS educational programs, facilities and related operations.

3. Consistent Exercise of Powers: All powers exercised by the Board of Trustees shall be consistent with the objectives and purposes for which FLCACS is formed and provisions of Section 501(c3) of the Internal Revenue code.

SECTION 2: Board Composition

A. Character

In general, board members should be individuals of high moral character, demonstrate an interest in the welfare of children and be committed to improving education in the community. All board members must be committed to dedicating the necessary time and energy to ensure the effective and smooth operation of the school.

B. Membership and Number of Trustees

1. The Corporation has no members. The rights which would otherwise best in the Directors of The Corporation (herein after the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees for approval by the School Board. The School Board of Trustees shall operate according to these bylaws and the Conflict of Interest Policy. Pursuant to Charter Schools Act Article 2853(1)(g), The School Board has final authority for policy and operational decisions of the Charter, and the School Board may delegate decision-making authority to officers and employees of the school in accordance with the provisions of the Charter.
2. The Board shall consist of not less than five or more than eleven members. A trustee must be over the age of 18. The Board may be increased or decreased in size only within the stated limits by resolution of the Board. Voting position of the Board shall have a three-year term. Ex-Officio position of the Board shall have a one-year term.
3. Removal of a Trustee - In accordance with New York State Education Law subdivision 226(8), the School Board may remove or suspend from office by a vote of a majority of the entire Board any Trustee, Officer, or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any trustee, of misconduct, incapacity or neglect of duty, provided that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee by Registered Mail.
4. The Corporation's nominating committee, known as the Governance Committee, shall present a slate of potential Trustee and officers for election by the Board of Trustees. This slate will be presented at the annual meeting of the School Board. Any vacancies occurring in the School Board and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by the governance Committee, by a majority vote of the seated Trustees.
5. Resignation of a Trustee - A trustee can resign at any time by filing a written resignation with the Chair of the Board.
6. Vacancies may be filled by a majority vote of the Board at any duly called meeting of the Board, for the balance of the unexpired term.

7. No Voting Board member may be concurrently employed by FLCACS or receive fees for services rendered to FLCACS. However, the School Board may approve reimbursements of a Trustee's actual and necessary expenses while conducting business on behalf of the Corporation.

8. Ex-Officio Board members may be concurrently employed by FLCACS or receive fees for services rendered to FLCACS.

C. Experience

The Board of Trustees shall have experience that demonstrates a combination of all or some of the following area of expertise: finance; law; human resources; public relations and marketing development; fundraising; economic development; community leadership; curriculum and instruction in PK-16 education and/or administration; facilities and/or real estate; social work and/or counseling; and strategic planning.

D. Nomination & Election of Trustees

1. Nomination: To become a Trustee, a person shall be nominated by a current Trustee.

2. Election: Trustees shall be elected a majority vote of the Trustees present at a meeting of the Board of Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. The election of any new Trustee is subject to approval by the State University Board of Trustees, which has the right to reject the election of any new Trustee.

3. Eligibility: The board may elect as a Trustee any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively. Each Trustee shall be at least eighteen years of age; however, the Board may seek the ex officio advisement of students, depending upon the issue at hand.

4. Interested Persons: No one described as an "interested person" shall sit on the Board concurrent with receiving compensation by the Corporation for services rendered to it.

SECTION 3: Meetings

A. Regular Meetings. The Board shall establish a regular schedule for regular meetings that should occur monthly, no fewer than ten (10) months per year. Minutes of each Board meeting shall be taken and approved by the Board.

B. Special Meetings. Special meetings of the Board may be called by the Chair, or in the absence or incapacity of the Chair, by the Vice-Chair, or by written request of any members of the Board.

C. Emergency Meetings. On very rare occasions, the board may need to call an emergency meeting. The Board will take all reasonable steps to provide notice of such meetings and will ensure that notice and procedure for such meetings follow state statute.

D. Accessibility. Monthly FLCACS Board meetings shall be open to FLCACS staff and the public who may participate in discussion, but may not vote.

SECTION 4: Quorum

One-half plus one of the trustees shall constitute a quorum at all meetings of the Board. All actions shall be by simple majority vote of members present and voting.

ARTICLE IV - OFFICERS

SECTION 1: Number, Election and Terms of Office

A. The Board of Trustees shall bi-annually elect a Chair, Vice-Chair, and Treasurer from the members of the Board. Election of officers shall take place at the first regular Board meeting following the annual meeting.

B. Officers shall serve a term of two years, and can be re-elected. Vacancies may be filled at any duly called Board meeting, for the balance of the unexpired term.

C. The Recording Secretary shall be appointed by a majority of the Board at the annual meeting and can be re-appointed.

1. The Recording Secretary shall be responsible for the records of the proceedings of the Board and of the Executive Committee.

2. The Recording Secretary shall be responsible for recording minutes of Board meetings.

3. The Recording Secretary shall keep an on-going and accurate record of Board meeting attendance, and shall report to the Board when a member has failed to meet attendance requirements.

4. The Recording Secretary shall be responsible for maintaining necessary organizational records and all official Board correspondence. In the absence of the Recording Secretary, the presiding officer may appoint a temporary secretary.

5. The Recording Secretary shall also perform such other duties as may be designated from time to time by the Board or the Chair.

D. Three Board members will be elected or reelected by the Board at its annual meeting. A slate of nominees for board membership shall be offered from the floor when an opening is available. Terms of office shall be three years in terms to be staggered so that as nearly as possible, one-third of the member terms expire with the conclusion of the annual meeting. Board members may be re-elected.

SECTION 2: Duties

A. Chair

The Chair shall preside at all meetings of the Board and shall be responsible for its efficient operation. The Chair shall appoint all persons of standing for special committees.

B. Vice-Chair

The Vice-President shall be the contact person regarding electronic communication with the Board and have such powers and responsibilities as are designated from time to time by the Board or by the Chair including the option to conduct on-line Board voting when needed. The Vice-Chair shall preside at meetings in the absence of the Chair, and shall carry out such other duties of the Chair as shall be required.

C. Treasurer

1. The Treasurer shall be a full member of the Board of Trustees and be one of two signatures required for any bank account opened for the sole use of FLCACS.

2. The Treasurer shall be responsible for accepting, recording and depositing all financial contributions and payments to FLCACS and monitor the disbursement of those funds by our supporting corporation; shall make sure that all funds are properly collected, accounted for and deposited, that all bills are properly verified and paid, and that all receipts and disbursements are recorded pursuant to standard accounting procedure. These responsibilities may be delegated to an employee of FLCACS, as long as oversight of the Treasurer exists.

3. The Treasurer shall also render regular financial statements or reports of the income and expenses of FLCACS to the Board during its regular meetings and to other agencies as are or may be prescribed by law.

4. The Treasurer will be a standing member of the Finance Committee in order to assist and support their activities and responsibilities.

SECTION 3: Vacancies

Whenever a vacancy shall occur in the office of Chair, Vice-Chair, Secretary or Treasurer, such vacancy shall be filled by majority vote during any duly called meeting of the Board, and the person(s) so designated shall serve for the remainder of the unexpired term.

ARTICLE V- COMMITTEES

SECTION 1: Standing Committees

Committees as described and approved by the Board, have the responsibility of notifying the Board of their meetings and providing a written summary of meeting attendance, topics discussed and action taken. The Recording Secretary will maintain these reports and share when needed.

A. Executive Committee - Executive Committee shall consist of the Chair, Vice-Chair, Recording Secretary, Treasurer. A quorum of the Executive Committee shall consist of three members of the Committee. Decisions shall be made by majority vote of those present and voting. The Executive Committee shall be responsible for long-range planning for FLCACS and shall make recommendations to the Board in this regard. The Executive Committee shall be empowered to act on behalf of the Board in such matters as are deemed appropriate by the board, subject to ratification at the next regularly scheduled Board meeting.

B. Curriculum Committee- Chairman will be a member of and appointed by the Board of Trustees. Responsibilities include informing and assessing the effectiveness and future needs as regards implementation and integration of FLCACS curriculum Assessment Standards as well as fulfilling the Mission statement of FLCACS. These members may be solicited or volunteer and will be approved by the FLCACS Board.

C. Finance- Chairman will be a member of and appointed by the Board of Trustees. The responsibilities include, but are not limited to, creating and publishing an Operational Budget for FLCACS, consulting with an accountant on spending options and legal restrictions, if any, in terms of satisfying the laws of New York State and accepted spending guidelines of the NYS Dept. of Ed.

D. Audit - The board may designate an Audit Committee, which committee shall consist entirely of independent members. Each member of the Board shall, upon initial appointment and annually thereafter, provide to the Chair of the Board a completed independence questionnaire in the form attached to the Corporation's Ethics Policy. The Chair shall determine the independence of each Member based on such member's responses to the questionnaire.

This committee shall undertake the following duties:

1. The Audit Committee shall annually retain, or renew the retention of the independent auditor to conduct the audit of the Corporation's financial statements, and upon the completion thereof, and review the results of the audit and any related management letter with such independent auditor. In furtherance of the responsibilities described in this Section 3(a) of the Article, the Audit Committee shall:

- a. Review with the independent auditor the scope and planning of the audit, prior to commencement of the audit;
- b. Upon completion of the audit, review and discuss with the independent auditor

- (i) any material risks or weaknesses in internal controls identified by the auditor,

- (ii) any restrictions on the scope of the auditor's activities or access to requested information;

- (iii) any significant disagreements between the auditor and management, and

- (iv) the adequacy of the Corporation's accounting and financial reporting process.

- c. Annually consider the performance and independence of the independent auditor.

2. The Audit Committee shall maintain, monitor and administer the FLCACS Ethics Policy and the Whistleblower Policy (if any) of the Corporation. In the event that the Board of Trustees does not establish an Audit Committee, or the Audit Committee is otherwise inactive, the duties of the Audit Committee shall be undertaken by the Board of Directors, excluding only those directors who are not independent.

E. Public Relations/Marketing- Chairman will be a member of and appointed by the Board of Trustees. The responsibilities shall include, but are not limited to, planning for and providing information about FLCACS to the public and encouraging interaction and support of the school's mission and program. The chairman will also supervise all Internet websites sponsored by FLCACS and consult with the Board on appropriate information to be shared electronically. The chairman may also designate a specific individual to regularly monitor and respond to inquiries and comments received on these Internet websites with approval of the Board.

F. Building and Facilities - Chairman will be a member of and appointed by the Board of Trustees. The responsibilities shall include, but are not limited to, the bidding process and maintenance of the school building and present and proposed outbuildings. This committee will support school maintenance and custodial employees and bringing concerns and proposed changes to the Board for review and approval.

G. Fundraising - Chairman will be a member of and appointed by the Board of Trustees. Such responsibilities include, but are not limited to, actively organizing events for the purpose of raising funds. These funds will be used to provide educational benefits and enrichment opportunities for the students of FLCACS. All events will be approved by the FLCACS Board.

ARTICLE VI- FISCAL YEAR

The fiscal year of the FLCACS shall be July 1 through June 30.

Article VII - OTHER PROVISIONS

1. Contracts

- a. Except as otherwise provided in these Bylaws, the School Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute/deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Office, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

2. Required Signatures

- a. Except as otherwise specifically provided by the School Board resolutions, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chair, or Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.
- 3. Disclosure of Conflict of Interest
 - a. Regular annual statements from Trustees, Officers and key employees will be completed to disclose existing and potential conflicts of interest.
 - b. If a conflict of interest exists, the affected School Board Trustee will not be included in the discussion or vote as it relates to the conflict as to avoid “Self-Dealing” transactions. A “Self-Dealing” transaction is a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest.
 - i. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the School Board’s general standard of care:
 - 1. A transaction which is part of a public or charitable program of the Corporation, if the transaction
 - (1) is approved or authorized by the School Board in good faith and without unjustified favoritism; and (2) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefitted by the program.

ARTICLE VIII- DISSOLUTION

Upon dissolution of the corporation, its assets shall be distributed according to provision described in the Finger Lakes Classical Academy Charter School state charter requirements.

ARTICLE IX- PARLIAMENTARY AUTHORITY

Robert’s Rules of Order Revised shall govern the proceedings of this corporation except as otherwise provided by Board By-Laws.

ARTICLE X- AMENDMENTS

These by-laws may be altered, amended, added to, or repealed by a two-thirds vote of the Board at any duly called meeting of the Board.

f. Code of Ethics and Conflict of Interest Policy

Provide a draft of the proposed education corporation's code of ethics and conflict of interest policy. 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 to apply not only to trustees but also to officers and employees of the school in conformity with N.Y. General Municipal Law. Please see the Board Governance Guide for more details.

**Finger Lakes Classical Academy Charter School
Annual Conflict of Interest Statement For Trustees and Employees¹**

Name (please print): _____

Date: _____

Position:

Are you a voting Trustee? Yes ____ No ____

Are you an Officer? Yes ____ No ____

If yes, which Officer position do you hold: _____

Are you an Employee? Yes ____ No ____

If yes, what position do you hold: _____

I affirm the following:

I have received a copy of the FLCACS Code of Ethics. _____ (initial)

I have read and understand the Code of Ethics. _____ (initial)

I agree to comply with the Code of Ethics. _____ (initial)

I understand that FLCACS is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more tax-exempt purposes. _____ (initial)

¹ (Credit due to Truxton Academy Charter School for a large portion of this response.)

Disclosures:

Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Code of Ethics with FLCACS? Yes ____ No ____

If yes, please describe it:

If yes, has the financial interest been disclosed, as provided in the Code of Ethics?
Yes ____ No ____

In the past, have you had a financial interest, including a compensation arrangement, as defined in the Code of Ethics with FLCACS? Yes ____ No ____

If yes, please describe it, including when (approximately):

If yes, has the financial interest been disclosed, as provided in the Code of Ethics?
Yes ____ No ____

Are you an independent agent, as defined in the Code of Ethics? Yes ____ No ____

If you are not independent, why?

Signature of Trustee or Employee:

Date _____ Date of Review by Executive Committee: _____

Proposed Finger Lakes Classical Academy Charter School Code of Ethics

I. Purpose

Finger Lakes Classical Academy Charter School's bylaws address the conduct of its board members. Members will be required to sign conflict-of-interest disclosure statements, be familiar with their responsibilities as members in the context of open meetings, and clearly understand their ethical and fiduciary obligations to the school. Board members will participate in thorough governance training. The governing board meets at least once each month (except during the summer and/or school holidays as deemed appropriate) to consider and adopt policies, to act on committee recommendations, and to consider requests and concerns from parents, students, teachers, and the public.

The Board of Trustees of Finger Lakes Classical Academy Charter School [and the Founding Applicant Group](#) hold their positions to serve and benefit the school community, and not for obtaining personal or private gain in the exercise of their official powers and duties. Finger Lakes Classical Academy Charter School recognizes that sound and ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. The Board also recognizes its obligation under the NYS General Municipal Law, setting forth the standards of conduct required of all school trustees, officers, and employees.

II. Definitions

A. The term "Board" means the Board of Trustees of the Finger Lakes Classical Academy Charter School.

B. The term "Code" means this Code of Ethics.

C. The term "School" means Finger Lakes Classical Academy Charter School.

D. The term "School officer, officer, employee, or staff member" means a paid or unpaid officer or staff member of the School including, but not limited to, the members of the Board of Trustees.

E. The term "gift" means anything of value, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form. The value of a gift is the gift's fair market value, determined by the retail cost of the item or a comparable item. The fair market value of a ticket entitling the holder to food, refreshments, entertainment, or any other benefit is the face value of the ticket or the actual cost to the donor, whichever is greater.

F. The term "interest" means a direct or indirect pecuniary or material benefit accruing to an officer or employee (unless the context otherwise indicates), but does not include any benefit arising from the provision or receipt of any services generally available to the

residents or taxpayers of the state of New York, or a lawful class of such residents or taxpayers.

G. The term “matter” refers to any actual or proposed contract purchase agreement, lease agreement or other agreement, including oral agreements with a municipality.

H. The term “relative” means a spouse, parent, grandparent, step-parent, sibling, stepsibling, sibling’s spouse, child, step-child, uncle, aunt, nephew, niece, first cousin, or household member of a School officer or employee, and individuals having any of these relationships to the spouse of the School officer or staff member.

III. Applicability

This Code applies to School officers and staff members.

IV. Standards of Conduct

General Conduct: An officer or employee shall use conduct in accordance with the core values, mission and vision of Finger Lakes Classical Academy Charter School. Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees and Founders, shall adhere to the following.

A. Partners

a. The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of NYS Education Law, Not-for-Profit Corporation Law, the school’s charter and its bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

b. No trustee, officer, individual, or employee of a corporation, limited liability company, or partnership having a business relationship with the charter school involving the provision of education management services to the charter school shall serve as a voting member of the Board.

B. Gifts

a. An officer or employee shall not directly or indirectly violate §805a (1) (a) of the General Municipal Law by soliciting 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 if it could reasonably be inferred the gift was intended to influence the performance of official duties or was intended as a reward for any official action.

b. This section does not prohibit any other gift, including:

i. Gifts made to the School;

ii. Gifts from a person with a family or personal relationship with the officer or employee when the circumstances make it clear that the personal

relationship rather than the recipient's status as a School officer or employee, is the primary motivating factor for the gift;

iii. Gifts given on special occasions, such as marriage, illness, or retirement, which are modest, reasonable and customary;

iv. Unsolicited advertising or promotional material of little intrinsic value;

v. Awards and plaques having a value of \$75 or less, which are publicly presented in recognition of service as a School officer or employee.

c. The Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Inexpensive gifts from children may be accepted in the spirit in which they are given.

C. Confidential Information:

An officer or employee shall not disclose confidential information acquired in the course of official duties or use such information to further personal interest. In addition, information shall not be disclosed regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

D. Investments in Conflict with Official Duties:

An officer or employee shall not invest or hold any investment directly in any financial business, commercial or other private transaction that creates a conflict with official duties. Contracts with not-for-profit entities, such as charter management organizations, partners and founding organizations must be disclosed but are not prohibited.

E. Representation before the School

a. An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.

b. Representation before the Board for a contingent fee: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter.

c. Disclosure of interest in matters before the Board: A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record and in writing the nature and extent of any direct or indirect financial or other private interest future interest in such matter.

F. Private employment:

a. Officers or employees 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 their official duties or violates §805-a (1) or (d) of the General Municipal Law as interpreted by this Code.

b. Future employment: Officers or employees 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 they personally participated during the period of their service or employment or that was under his or her active consideration.

G. Prohibition on Use of School Position for Personal or Private Gain

Officers or staff members shall not use their School position or official powers and duties to secure a financial or material benefit for themselves, a relative, or any private organization in which they are deemed to have an interest.

H. Use of School Resources

School resources shall be used for lawful School purposes. School resources include, but are not limited to: School personnel, money, vehicles, equipment, materials, supplies, or other property.

I. Interest in Contracts

a. No officer or staff member may have an interest in a contract that is prohibited by §801 of the General Municipal Law.

b. Every officer and staff member shall disclose Interests in contracts with the School in the time and in the manner required by Section V of this Code and as provided in General Municipal Law §803.

V. Disclosure of Interests

A. Whenever a matter requiring the exercise of discretion comes before officers or staff members, either individually or as a member of the Board, and disposition of the matter could result in a direct or indirect financial or material benefit to themselves, a relative, or any private organization in which they are deemed to have an Interest, the officer or staff member promptly disclose in writing the nature of the Interest.

B. The disclosure shall be made when the matter requiring disclosure first comes before the officer or employee, or when the officer or employee first acquires knowledge of the Interest requiring disclosure, whichever is earlier.

VI. Recusal and Abstention

A. Officers or staff members may not participate in any decision or take any official action with respect to any matter requiring the exercise of discretion (including, but not limited to, discussion and voting) when they know or have reason to know that the action could confer

a direct or indirect financial or material benefit on themselves, a relative, or any other private organization in which they are deemed to have an interest.

B. In the event that Section VI of this Code prohibits an officer or employee from exercising or performing a power or duty:

a. If the power or duty is vested in an officer as a member of the Board, then the power of duty shall be exercised or performed by the other members of the Board.

b. If the power or duty is vested in an individual, then the power or duty shall be exercised or performed by their deputy or, if the officer does not have a deputy, the power or duty shall be performed by another person to whom the officer may lawfully delegate the function.

c. If the power or duty is vested in a staff member, the staff member must refer the matter to the Head of School who shall designate another person to exercise or perform the power or duty.

VII. Disclosure, Recusal, and Abstention Not Required

A. This code's prohibition on the use of a School position, disclosure requirement and requirements relating to recusal and abstention shall not apply with respect to the following:

a. Any matter requiring the exercise of discretion that directly affects any of the following groups of people or a lawful class or such groups:

- i. All School officers or staff members;
- ii. All residents or taxpayers of the School or an area of the School; or
- iii. The general public.

b. Any matter that does not require the exercise of discretion.

B. Recusal and Abstention shall not be required with respect to:

a. Any matter which comes before the Board when a majority of the total membership would otherwise be prohibited from acting by Section VI of this Code; or

b. Any matter which comes before a School officer when the officer would be prohibited from acting by Section VI of the Code and the matter cannot be lawfully delegated to another person.

c. Adoption of the School's annual budget.

VIII. Personal Representations and Claims Permitted

This Code shall not be construed as prohibiting School officers or staff members from:

A. Representing themselves, or their spouse or minor children before the School; or

- B.** Asserting a claim against the School on their own behalf or on behalf of their spouse or minor children.

IX. Posting and Distribution

The Board Chair shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of office or employment.

- A.** The School Leader must post a copy of this Code and copy of any amendment to this Code conspicuously in the School building. The Code and any amendment must be posted within ten (10) days following the date on which the code or amendment as applicable, takes effect.

- B.** The School Leader, at the directive to the Board Chair must distribute a copy of this Code, including any amendments to the Code, to each person who is or becomes a School officer or staff member.

- C.** Every School officer or staff member who receives a copy of this Code or an amendment to the Code must acknowledge such receipt in writing in the form attached hereto. Such acknowledgments must be filed with the School, which must maintain such acknowledgements as a public record.

- D.** The failure to post this Code or an amendment to the Code does not affect either the applicability or enforceability of the Code or any amendment. The failure of a School officer or staff member to receive a copy of this Code or any amendment to this Code, or to acknowledge receipt thereof in writing, does not affect either the applicability or enforceability of the Code or amendment to the Code.

X. Filing Requirement

Within thirty (30) days of the Board's adoption of the Code or any amendment, the School shall file a copy of this Code or amendment, as applicable, with the Office of the NY State Comptroller.

XI. Enforcement and Penalties

In addition to any penalty contained in any other provision of law, any School officer or staff member who shall knowingly and intentionally violate any of the provision of the Board's Code of Ethics may be censured, fined suspended or removed from office or employment, as the case may be, in the manner provided by law.

Code of Ethics Acknowledgement

I, _____, an

officer/staff member of the School, do hereby acknowledge receipt of a copy of the Code of

Ethics of the Finger Lakes Classical Academy Charter School

on this _____ day of _____, in the year _____.

_____ Signature of officer/staff member

_____ Printed name of officer/staff member

_____ Effective Date

R-14g Complaint Policy

Provide a draft of the proposed school's complaint policy. The complaint policy must include procedures for handling formal and informal complaints under the Act including from staff, parents, employees, and contractors. It may also include procedures for handling informal complaints. Please refer to the Guidelines for Complaint Policies and Procedures available on our website.

The Finger Lakes Classical Academy Charter School Board firmly believes that adults must be models of good character, even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the appropriate chain of command. Issues that arise in a particular classroom should always be addressed to the teacher first, since the teacher always has more direct knowledge of the student than anyone else. FLCACS recognizes that during the management of a school, a variety of areas of concern or controversy may occur. Each and every complaint will be handled in a prompt, respectful manner.

Purpose and Scope

This policy pertains to certain complaints about instructional materials, personnel, teacher vacancies, missed assignments, and emergency or urgent facilities conditions that pose a threat to the health and safety of students and/or staff. This policy is to comply with applicable NY State laws and regulations governing these subjects in order to be responsible and compliant. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the matters that they are assigned to investigate. FLCACS will maintain a record of each complaint and subsequent related actions, including all information required for compliance with school mandates, procedures, and policies as set by the following:

FLCACS and New York State Department of Education.

FLCACS maintains that this policy will serve as a uniform complaint procedure for investigating complaints of;

(1) discrimination including but not limited to age, sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental/physical disabilities; and

(2) complaints related to personnel issues, academic issues, any single person or combination of persons including staff, student, parent, family, or volunteer matters that appear to compromise and/or conflict with school's mission and/or charter, violations of the laws and regulations governing consolidated categorical aid programs, child development, counseling, special education and nutrition services.

FLCACS will receive and investigate uniform complaints that fall within these categories to ensure that the school is in compliance.

Furthermore, complaints that address unlawful discrimination or lack of compliance with certain federal and state programs are subject to different requirement and are governed by state and/or federal authority. Either of these complaint procedures, however, is intended to govern every type of complaint about a school. These complaint procedures address only those complaints that fall within the policy's specified scope.

FLCACS encourages informal and formal resolution to complaints whenever possible. Any issues are best resolved through communication between the parties most immediately involved.

Formal Complaints

A formal complaint involves an alleged violation of the law or FLCACS' charter. All formal complaints must be in writing to the Board of Trustees. FLCACS Leadership will complete a thorough investigation, including interviews with the complainant and/or complaint's representative and any other person(s) believed to have relevant knowledge concerning the complaint. If the complaint involves School Leadership, the investigation will be completed by the School Board.

Upon resolution of a formal complaint, FLCACS will provide to the complainant:

1. the Board's written determination including any remedial actions to be taken;
2. a written notice to the complainant that he or she may file an appeal with the SUNY Charter Schools Institute if the complaint involves a violation of law or charter; and,
3. a copy of the SUNY Charter Schools Institute's Grievance Guideline

If a complaint is not able to be brought to resolution by the FLCACS Leadership, then the complainant(s) has/have the right to bring the complaints to the School Board during a regularly scheduled Board Meeting. In this case, the complainant(s) has/have the right to file a written appeal to the School Board within fifteen days of receiving the decision that had been rendered by the FLCACS.

If, after presentation of complaint to the School Board, the complainant determines that the Board has not adequately addressed the complaint, the complainant may present the

complaint to the SUNY Charter School Institute, which shall investigate and respond, taking remedial action if necessary.

Informal Complaints

All complaints that do not involve violations of law or FLCACS' charter are considered informal complaints. Informal complaints are not required to be submitted in writing and a written response to the complainant may (or may not) be provided. Common areas of informal complaints that could be reasonably expected are further outlined below.

Parents/Guardians

Classroom teachers will be the first line of communication for parents and guardians to address concerns. Teachers will respond to parent inquiries promptly, respectfully, and in accordance with the school's guidelines for handling parent grievances. If parents are unsatisfied with the response from their student's classroom teacher (or if the nature of the complaint does not involve a classroom teacher), parents should contact the School Leader to arrange a meeting to discuss the concerns. The school leadership will make every reasonable attempt to respond appropriately to parent concerns in such a way that resolves the issue satisfactorily.

On the rare occasion when speaking directly with the teacher or the school leadership team does not resolve the concern, parents or guardians may bring the unresolved concern directly to the FLCACS Board of Trustees. Parent concerns directly relating to a Board policy or decision, an alleged violation of state law, charter, or other applicable laws, or concerns about the school management or operations, will be advised to be brought directly to the Board. Concerns brought to the Board must be presented in writing as a formal complaint. The grievance may be submitted to the board in writing. The board will review the summary and will make one of the following determinations: The board may decide to support the previous decision; The board may appoint up to two board members to address the issue; The board may address the issue in an open board format; The board may address the issue in an executive session.

Parental concerns and grievances may also be raised during the community comments portion of the board of directors meeting. The concern or grievance must be submitted in writing, and no more than three minutes will be granted. Grievances or discussions involving specific personnel will not be entertained during an open board meeting. Concerns or grievances should be addressed in one of the aforementioned steps before using this option.

Employees

In all instances, employees are encouraged to resolve issues on their own by speaking to the other employee respectfully. In the event that the employee cannot resolve the issue with another employee, an employee wishing to lodge a complaint about a procedure or action of another employee should notify the complainant's immediate supervisor; in the event that their immediate supervisor cannot be helpful because the supervisor is the issue or it is deemed futile to go to one's immediate supervisor, the employee can then go to the School Leader. In any case the employee should resolve the issue as soon as possible after the occurrence, but not later than two weeks. Failure to formally complain within two weeks will be deemed a waiver of the complaint.

The School Leader shall be the investigator and arbiter of all such grievances. If the employee believes that the matter is not satisfactorily resolved, the grievance may be appealed to the Board of Trustees in writing within ten working days from the date you receive the School Leader's decision. A committee consisting of the Board Chairperson, the teacher representative on the Board, and a third Trustee jointly selected by the other two committee members shall be the final arbiter of such grievances. In the event that the complaint involves a procedure, action, or directive of the School Leader, an employee may file a complaint with the Board. In such instances, the Board will be the investigator and final arbiter of the complaint. All employees are encouraged to discuss problems or complaints with the School Leader. FLCACS will make a good faith effort to achieve a satisfactory resolution of the problem at the earliest time possible.

Community Residents

Students, parents, and staff live in and around the community, and the school will strive to be a successful contributor to the community's economic, social, and cultural success. Community residents wanting to express concerns, share ideas, or make requests of the school will be welcomed at regularly scheduled public board meetings. Time will be allotted on the agenda for each meeting for public comment.

Credit due to:

Ascent Classical Academy of Douglas County

Truxton Academy Charter School

Buffalo Commons Charter School

Seven Oaks Classical School

R-14h Board Member Resumes

Submit updated resumes for all board members that include each board member's professional experience and educational background. Please do not submit full-form curriculum vitae that include extensive information about publications, conference presentations, etc.

- ***Attach board member resumes as Microsoft Word® or Adobe Acrobat® files named: R-14h - Board Member Resumes.***

Please find attached the Board Member Resumes in the following order:

Maureen Kinney (Angotti)

Martha (Mitchell) Rescigno

Roberta Massarini

Nikki Kersbergen

Bruce MacBain

Holly Grant

Maureen Kinney Angotti

[REDACTED]

[REDACTED]

Martha Rescigno

[REDACTED]
[REDACTED]
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Bruce MacBain

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R-14i. Board Members Request for Information Forms

Each proposed board trustee must complete, sign, and attach the Request for Information Prospective Charter School Trustees ("RFI") form available on the Institute's website.

NOTE: *Existing SUNY-authorized education corporations submitting an application to open a new school are not required to submit RFI forms for existing trustees.*

- **Attach board member RFI forms as Microsoft Word® or Adobe Acrobat® files named: R-14i - Board Member RFI Forms.**

Please find attached the Board Member Request for Information Forms in the following order (page numbers are not on the resumes)

Maureen Kinney (Angotti)

Martha (Mitchell) Rescigno

Roberta Massarini

Nikki Kersbergen

Bruce MacBain

Holly Grant



Charter Schools Institute
The State University of New York

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

Guidance and Form

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

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

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

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

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

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

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

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

B. Applicable Laws and Regulations

None.

C. Discussion

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

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; Education Corporation Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;” any sections dealing with governance;
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

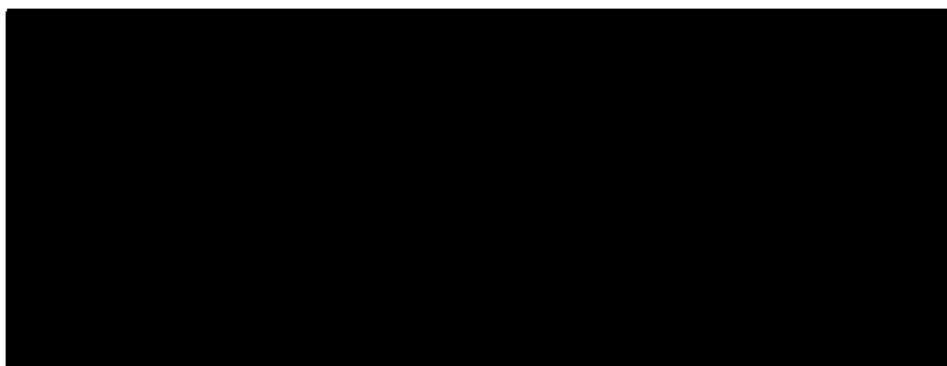
**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

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

Finger Lakes Classical Academy Charter School

2. Full name: Maureen Kinney (Angotti)



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

☒ Resume attached.

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☒ Yes.

Name(s) of School/Not-for-Profit Corporation(s):



6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☒ Does not apply to me. ☐ Yes.

Details:

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

☒ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☒ Yes.

Details:

I am personal friends with Martha Rescigno and Roberta Massarini

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☒ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☒ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☒ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☒ None.

☐ Yes.

Details:

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

I would let the school counsel and SUNY Charter Institute know immediately.

Other

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

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

Certification

I, Maureen Kinney (Angotti), certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Finger Lakes Classical Academy Charter S is true and correct in every respect.

June 3, 2024

Date



Charter Schools Institute
The State University of New York

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

Guidance and Form

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

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

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

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

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

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

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

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

B. Applicable Laws and Regulations

None.

C. Discussion

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

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
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education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
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 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;” any sections dealing with governance;
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

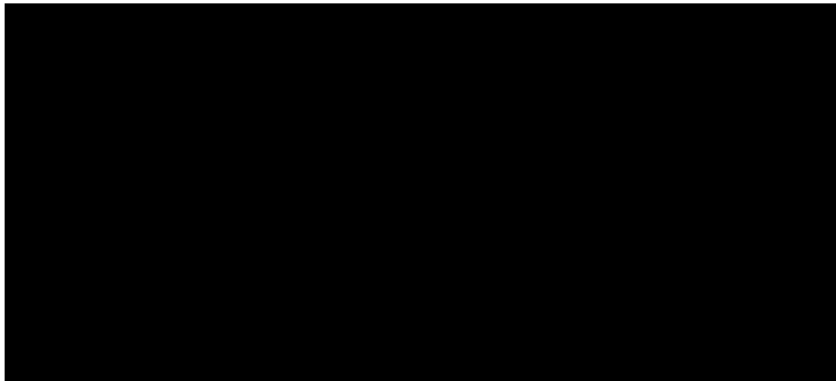
- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Finger Lakes Classical Academy Charter School

2. Full name: Martha Maria Rescigno



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

☒ Resume attached.

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☒ Yes.



6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☒ Does not apply to me. ☐ Yes.

Details:

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

☒ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☒ I / we do not know any such trustees. ☐ Yes.

Details:

Maureen Kinney (Angotti)

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☒ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☒ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☒ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☒ None.

☐ Yes.

Details:

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

I would first confront the trustee and if the situation were not remedied, I would reach out to our lawyer and SUNY contact.

Other

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

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

Certification

I, Martha Maria Rescigno, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Finger Lakes Classical Academy Charter School is true and correct in every respect.

3/27/23

Date



Charter Schools Institute
The State University of New York

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

Guidance and Form

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

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

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

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

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

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

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

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

B. Applicable Laws and Regulations

None.

C. Discussion

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

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; Education Corporation Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;” any sections dealing with governance;
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

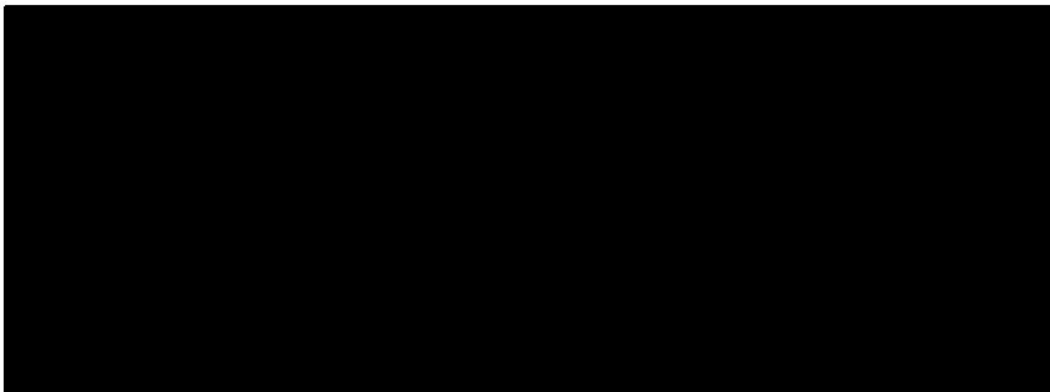
**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

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

Finger Lakes Classical Academy Charter School

2. Full name: Roberta Massarini



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



Resume attached.

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☒ Does not apply to me. ☐ Yes.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☒ Does not apply to me. ☐ Yes.

Details:

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

☒ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☐ Yes.

Details:

Only those for this school. My spouse knows trustees from Truxton Academy as he worked with them in helping to prepare this application.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☐ I / we do not know any such employees. ☒ Yes.

Details:

David M. ... worked for Truxton Academy as both a TA and

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☒ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contract with a management company or charter management organization.

☒ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☒ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☒ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☒ None.

☐ Yes.

Details:

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

I would discuss it with the Board President and then act according to their advice. If the person in question was the President or I felt that the President was ignoring the situation, then I would bring it to the attention of the other board members.

Other

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

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

Certification

I, Roberta Massarini, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Finger Lakes Classical Academy Charter School is true and correct in every respect.

6-2-2024

Date



Charter Schools Institute
The State University of New York

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

Guidance and Form

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

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
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INTRODUCTION

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1. REQUEST FOR INFORMATION

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B. Applicable Laws and Regulations

None.

C. Discussion

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education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

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

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

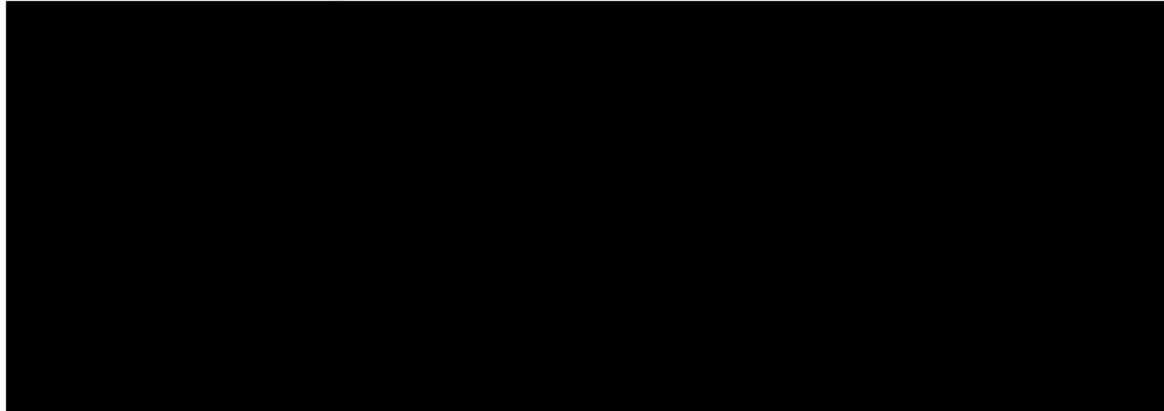
**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

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

Finger Lakes Classical Academy Charter School

2. Full name: Nikki Kersbergen



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

☒ Resume attached.

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☒ Yes.

Name(s) of School/Not-for-Profit Corporation(s):



6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☒ Does not apply to me. ☐ Yes.

Details:

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

☒ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☒ Yes.

Details:

I have been working closely with the other prospective trustees over the past 4 years to craft our new charter school application.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☒ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the education corporation does not contract with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☒ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☒ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☒ None.

☐ Yes.

Details:

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

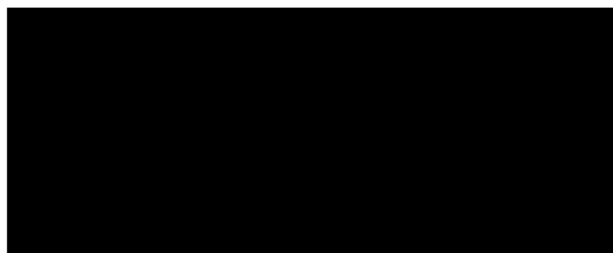
I will bring the allegation to the Board of Trustees' attention. We will investigate the allegation. If supporting evidence is discovered, we will present the allegation and evidence to the SUNY Charter School and ask for their guidance. Most likely, we will vote to remove the trustee who is involved in self-dealing and move to terminate any contracts we have with his/her associates. Per pupil aid and federal/state grants arise from the tax payers' money. We are bound to be fiscally responsible with tax payers' money. We must also ensure that all decisions are made in the best interest of our students and their families. Being on the Board of Trustees is an honored and privileged position that should never be abused for personal, friends' or families' betterment/gain.

Other

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

Certification

I, Nikki Kersbergen, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Finger Lakes Classical Academy Charter School is true and correct in every respect.



June 1, 2024
Date

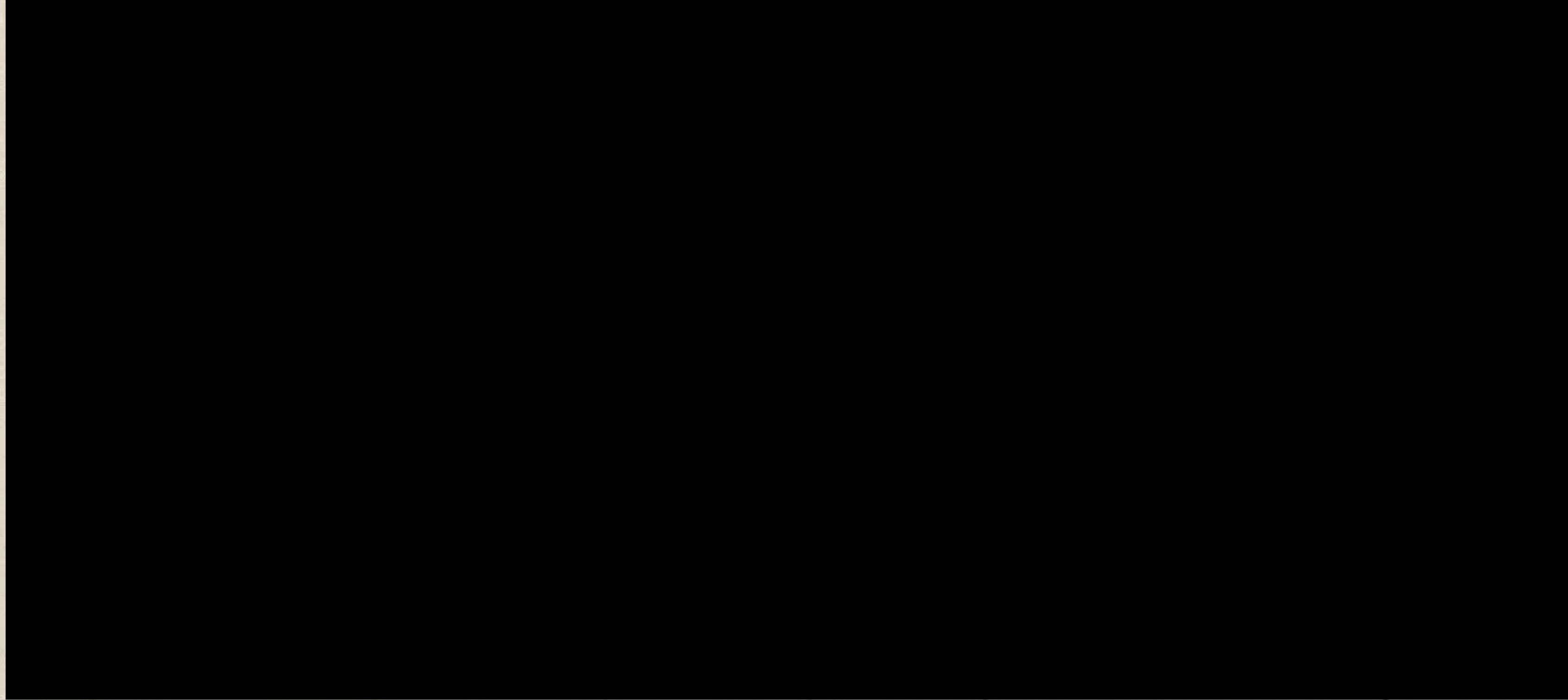
**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

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

Finger Lakes Classical Academy Charter School

2. Full name: Bruce MacBain



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

☒ Resume attached.

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☒ Does not apply to me. ☐ Yes.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☒ Does not apply to me. ☐ Yes.

Details:

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

☒ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☐ Yes.

Details:

I have met and talked with Maureen Angotti.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☒ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☒ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☒ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☒ None.

☐ Yes.

Details:

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

I don't know the procedure for reporting the issue, but I would notify other Board members and figure out what needs to be reported.

Other

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

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

Certification

I, Bruce MacBain, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Finger Lakes Classical Academy Charter School is true and correct in every respect.

6/1/24
Date



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

Guidance and Form

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

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

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

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

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

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

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

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

B. Applicable Laws and Regulations

None.

C. Discussion

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

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; Education Corporation Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;” any sections dealing with governance;
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

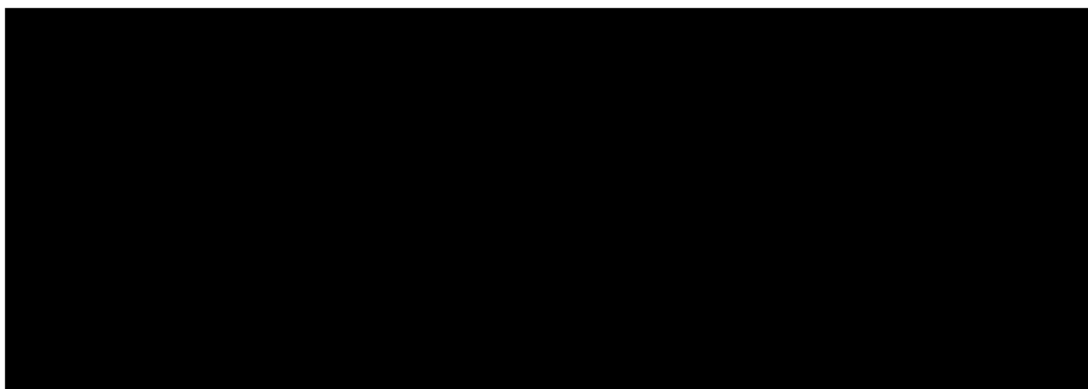
**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

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

Finger Lakes Classical Academy Charter School

2. Full name: Holly Grant



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

☒ Resume attached.

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☒ Does not apply to me. ☐ Yes.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☒ Does not apply to me. ☐ Yes.

Details:

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

☒ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☒ Yes.

Details:

Yes, providing feedback on the application

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☒ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the education corporation does not contract with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☒ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☒ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☒ None.

☐ Yes.

Details:

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

contact an experienced lawyer; File a grievance with the board president; present evidence; mediated conversation; call for investigation; undo the transaction constituting self-dealing accusation; hold alleged trustee liable for monetary damages

Other

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

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

Certification

I, Holly Grant, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Finger Lakes Classical Academy Charter School is true and correct in every respect.

June 1, 2024

Date

R-15 District and School Relations

a. Relationship Strategies

Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges. Include any evidence of efforts taken to establish a relationship with the district and the results of such outreach.

b. School Partnerships

Provide a description of low-performing schools in the area where the proposed school intends to be located and explain how the school might partner with those schools to share best practices and innovations

Establishing and opening a new school is a significant undertaking. Currently there are misgivings and misinformation regarding charters in general and specifically the mission, vision, and practices of classical education. The FLCACS School Leader will need to take on the burden of having potentially negative media and community attention placed on the school and be willing to combat that in the most transparent and honorable manner. Along with the Board, he/she will address many challenges in preparation for the school's opening. Eventually, the Business Manager and the SEAC will both be included in the communications with the district schools and the development of a positive working relationship.

Sharing the common goal of providing the highest quality education and the opportunity to enable all students' personal and academic success, FLCACS will continue with a positive, cooperative working relationship with the Auburn City School District, as well as the other 12 districts within our 15-mile radius.

FLCACS plans for that school partnership to include identifying best practices and innovations to show evidence of success. What we can offer parents and families in the Auburn district is a quality choice for students and families who feel their child, for various reasons, would better succeed at FLCACS rather than the traditional public educational setting.

This allows the families to choose a public education that best fits their child's needs. It also eliminates the need to cause financial hardship for local families to pay for private tuition-based schools.

A positive relationship between FLCACS and the Auburn City School District currently exists. Maureen Angotti, FLCACS founder, Roberta Massarini, and Bobby Massarini have met with Jeff Pirozzolo, the Auburn City School District Superintendent, and Sarah Cupelli, a former colleague of one of our board members, and the Assistant Superintendent of Curriculum and Instruction. The meeting was both extremely cordial

and inviting, as Jeff and Sarah not only wanted to work with us, but also offered to help in any way they could.

Both were willing to assist in evaluating our curriculum to ensure we were in sync with school district standards. They were also willing to assist in coordinating special needs issues, transportation, schedules, FRPL programs, and extracurricular activities. As Jeff stated, "In the end, the only thing that matters is the child's education." As far as he was concerned, it didn't matter where the child sat, as long as they got the best possible outcome. This healthy relationship allows the students to transition from their home district with minimal disruption for the student. FLCACS will be open with the Auburn district in our communication with families, curriculum, and teaching methods. Mr. Pirozzolo will be retiring after this school year. He remains an advocate of school choice.

In addition to our meeting with Auburn, the Union Springs Superintendent offered a tour of their facility and was extremely accommodating to the FLCACS Board members who attended.

We have had several meetings with various school board members in the other districts, including the President of the Union Springs School Board and other Union Springs board members, and with other districts including Moravia and Southern Cayuga. All of these meetings have been on the low end, accepting and open, and on the high end, ecstatic and excited about the possibilities. This was both surprising and enlightening.

While we have not heard from the President of the Auburn School Board (unreturned calls and messages), we have however, spoken to individual members of the Board who have also offered to assist in any way possible. The conversations were respectful and encouraging. Being a charter desert, Cayuga County has no experience with public charter schools. District leaders and school board members are not familiar with public charter schools. In our communications, we are trying to educate on what a charter school is and what it is not, while emphasizing the common goal of providing the best education possible for the students of our communities.

We understand that when a new charter school emerges in a traditional district there can be some ingrained "culture clashes" due to two public educational systems taking different approaches to achieve educationally successful outcomes. While we have anticipated challenges and expected some friction, we have yet to encounter the level we had anticipated. What we have found is that most people in the region are truly concerned about the education of our young, especially following the onset of Covid-19. Where once many school board members and teachers might have seen the unknowns of a charter

school as a great threat, they now see it as a potential ally in a fight to accomplish the goal of high-quality education for our youth.

Where we anticipate the most pushback is from the teacher's union. Again, with a common goal of teacher job security, we will emphasize that teacher jobs may be distributed differently, but the numbers will remain comparable. Focusing on the many common purposes will be the key to making a difference and benefiting both parties, but most importantly benefit the students. Accomplishing both the mission of the charter and of the district needs to be the priority. The complexity of a school is influenced by multiple factors. Working together can help to ensure resources are not being duplicated and instead are being used to their potential. Both of us will share the goal of improving the measurable outcome levels of academic success. Specifically, the overlapping services of nursing, busing, and Special Education will need to be emphasized with a continuous open line of communication.

FLCACS will be just starting out, while the district will have the advantage of a tremendous amount of experience. Acknowledging that we value their input and their experience and wisdom must be clearly stated. Initial formal contact will include stating the objectives or goals, needed resources and relationships to accomplish our objectives, and key people in the partnership, along with describing potential barriers to success and how to overcome them. The perceived costs of working together cannot outweigh the benefits. Unhealthy competition or territory issues must be addressed quickly. Building the foundation of mutual trust and respect must be established quickly. Contact has already been made. Upon the approval of the FLCACS application, an invitation to the table will immediately be made to the Superintendents of not only our home district, but also the surrounding districts within our 15 mile radius of influence.

b. School Partnerships

Provide a description of low-performing schools in the area where the proposed school intends to be located and explain how the school might partner with those schools to share best practices and innovations.

Our School Leader will have working knowledge and understanding of the local community and their school pedagogy and will develop a positive relationship with the district and other school leaders. One of our top priorities is for our school leadership to develop open communication with the key personnel of the home district(s) and have a strong knowledge of the student population demographics in the Auburn City School District and outlying districts of student origin.

FLCACS's primary obligation is to work with each individual student's school district to ensure the provision of services and settings required by each classified student's Individualized Education Plan (IEP). Working with the districts to ensure that eligible students receive services, the Special Education / Academic Success Coordinator (SEAC) will communicate with the Committee on Special Education (CSE) Chair at each district of residence. Discussions on IEP-related items, service provisions, and other special education matters will ensure the seamless transition and provision of services to the same extent as provided in and by all district schools. FLCACS will work directly with the district to schedule related services as required by a child's IEP. The School Leader and SEAC will maintain communication concerning the services that the district will provide related to IEPs.

Services may be contracted out to a private provider to ensure fair and adequate funding for related student services. The School Leader and Business Manager will maintain ongoing communication with the student registrar, the finance department, and the CSE of each district of residence to confirm enrollment and funding. FLCACS will meet monthly to review funding received from districts and discuss changes in enrollment and related services.

At this early stage in our relationship, we believe that our relationship is threefold.

1. Financial

Our School Leader and Business Manager will meet with the Auburn Enlarged City School District's (AESCD) Superintendent/business manager to overview the budgeting process between the FLCACS and AESCD. This will entail who and how many students will be coming to the charter school and how much financial monies will be owed to FLCACS for the education of students by AESCD received tax dollars. This process will also occur with all the districts our students hail from.

2. Shared Services

There may be some areas where it is possible to share some services in order to keep costs down for both FLCACS and AESCD. These may be related to transportation, nursing, or breakfast and lunch being served by AESCD instead of FLCACS developing its own breakfast and lunch program. We may need to share some special education services, such as a school psychologist or therapist, depending on the needs of the students. This process will also be discussed with the outlying districts in addition to our home district. While finding shared services will be more difficult in the outlying districts, open dialogue will be able to determine what possibilities exist for working together for mutual benefit.

3. Educational Accountability

The Special Education/Academic Success Coordinator (SEAC) at FLCACS will communicate with the district's CSE Chair on IEP-related items, service provisions, and other special education matters. FLCACS will work directly with the district to schedule related services as required by a child's IEP. The School Leader and SEAC will maintain ongoing communication with the student registrar, the finance department, and/or the CSE Chair of each district of residence to confirm enrollment and the services that the district will provide, as well as ensure that funding has been received.

R-16ac Facilities

Describe the facility needs of the proposed school for each year of the charter term 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, a nurse's office, and physical education; and,***
- ***If the applicants intend to offer a residence program for students, describe the facility requirements to support this program including overnight staffing and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service, and other facility-related needs.***

The desired location of the school's facility is within the Auburn City School District. With layout and codes in mind, we would prefer a building that has previously been, or is currently being used, as a school.

The number of general education classrooms required for the first year is five, followed by six in the second year, seven in the third year, eight in the fourth year, and nine in the fifth year.

Additional classroom space to accommodate Special Populations, Art, Music, and a teacher area would be a minimum of five rooms.

Administrative functions would require a minimum of four office areas: School Leader/Administrative Assistant, Business Leader/Office/Enrollment, SEAC/Special Education teachers, and a reception area. There also needs to be a cafeteria area, a secure health office, a larger activity area (preferably a gymnasium), and an outside playground.

b. Facility Selection

Describe the efforts to date to secure a facility for the school including:

- ***If the applicants have identified a facility, a description of the facility and how it meets the school's 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;***
- ***How the proposed facility will be able to meet NYSED (outside of NYC), or New York City Department of Buildings School Use (sometimes denoted as use "G"), and state sanitary specifications by the commencement of the first year of operation;***
- ***If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open***

(including assuring that it meets specifications). Also, explain any contingency planning including the associated costs;

- *If an applicant seeks to be located in any public school facility as a primary option, he or she must clearly state these plans and indicate that a facility has not been located unless all necessary governmental approvals for the facility have been obtained;*
- *If co-located space is the primary facility plan and the budget template has been completed under that assumption, but the applicant would also investigate other options, and discuss the alternative plans in a narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested; and,*
- *If another organization is assisting the applicants in obtaining facilities, provide information about the organization.*

FLCACS is looking to use an existing school building for its classroom instruction. FLCACS has contacted the planning committee for the future of church and school buildings by the Roman Catholic Diocese of Rochester to potentially secure a facility from a list of recently closed parochial school buildings. There are two primary Diocesan buildings currently being considered:

[REDACTED] NY

These facilities meet or exceed all minimum requirements stated on the NYSED Website¹. The advantages of these buildings include that they both have been fully functional elementary schools. St. Joseph School operated through June 2019 as a PK-8. Holy Family School has been closed for a period of time. During operation, Holy Family was a K-12 facility. Both buildings have been maintained by the Diocese since the school closings and are currently used for catechism classes, CYO sports leagues, and (Holy Family) for costumes/storage for the local Merry-Go-Round Playhouse Theater. Both offer a gymnasium, classrooms, office space, children's bathrooms, and a food service area.

In addition, FLCACS is in contact with Cornell Cooperative Extension to consider an opportunity to utilize its vacated educational building at 248 Grant Avenue, Auburn NY.

The Cooperative Extension building has a total 17,392 ft² of office space with approximately 7,950 ft² per floor. The facility has more than enough individual rooms to accommodate a fully functioning classroom setting. There is a food service area and a large activity room with a stage. It was recently purchased and it is currently being renovated. There is still a potential for leasing space.

¹ http://www.p12.nysed.gov/facplan/publicat/building_aid_guidelines_072804.html

FLCACS will have offices for the administrative team, and support staff as well as a teacher's room. Both potential facilities are ADA accessible, with wheelchair ramps at entrances to the building and one with an elevator connecting the first and second floors. FLCACS will remain compliant with ADA standards.

FLCACS' budget has been designed to include facility leasing at \$7 / ft², utility costs, and insurance costs. In addition, all expected expenses associated with the routine operation and maintenance of the building are included in the budget.

c. Facility-Related Conflicts of Interest

If the charter school education corporation or its CMO or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility

Currently, there are no conflicts of interest in any of the facilities we are looking at. We are also looking at pricing that is Fair Market Value (FMV) for leases in our area.

We would eventually like to own a building, but that will take fundraising and being established with a solid track record and standing in the community. During our initial operations, leasing is cost-effective.

It is difficult for us to describe the actual lease since we cannot agree to anything without obtaining our charter approval first. If we receive the approval, one of our first priorities will be securing a lease on a building. Since no Board Members or Board Consultants own any property or are being utilized by FLCACS as real estate representatives, we do not see any Conflicts of Interest on the horizon.

Prior to signing any lease, the Board must approve the transaction. Any potential conflicts will be discussed. If they exist, an independent auditor will make sure that FMV is being utilized. If the specific facility still brings up a "red flag," the Board will put the lease on hold and advise the building committee to continue searching until an appropriate facility can be located. Due to the economic struggles of this area, a larger than average number of commercial properties are available; finding a suitable one at a reasonable price should not be a problem. Realtor and charter advocate, Cheri Emmi-Stebbins, has done her research and is waiting on an approved application.

<https://emmirealty.com/about-us/>

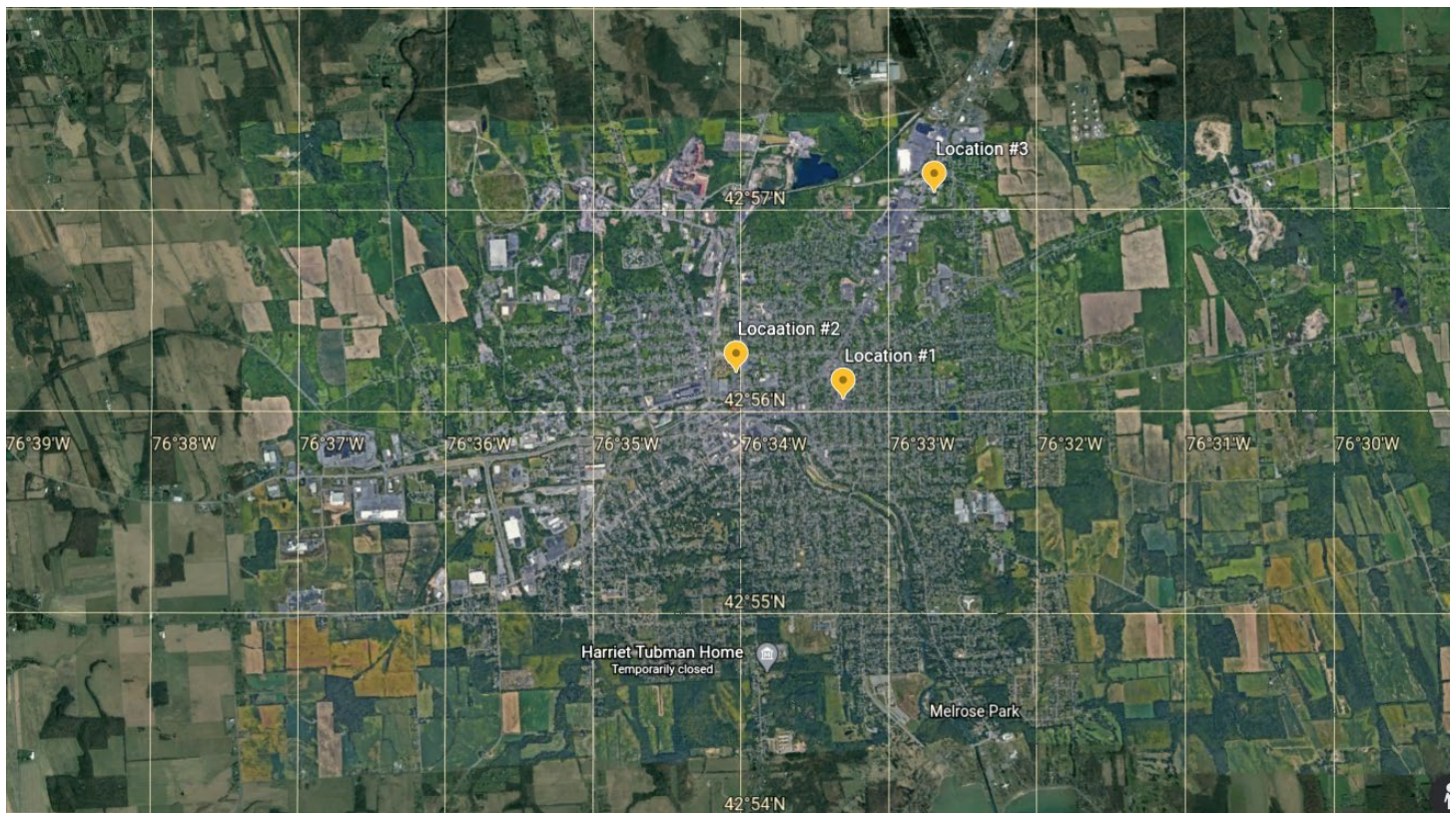
R-16d Facilities

Provide Information such as blueprints, 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.

NOTE: If the applicant has identified a facility, include certification from an architect that the proposed facility meets 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 startup budget.

The three locations are situated within the boundaries of the greater Auburn city area as shown in Figure 1. These locations will serve families encompassing thirteen school districts.

FIGURE 1



Since we do not have a lease at the time, it is not possible for FLCACS to provide any blueprints, certified estimates, or lease particulars. We have used the going rate of \$7/sq. ft. in our budgeting.

Our estimated need for the first year is 9,830 +/- square feet. As we add classes this increases. On the next page is a chart of our projected space needs:

Room Type		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
General Classrooms	810	5	6	7	8	9
<u>Specialty Classrooms</u>		5	5	5	5	5
Art	810					
Music	810					
PE	810					
Spec Ed	150					
Nurse	150					
<u>Office</u>						
Reception	400					
School Leader	150					
Business Manager	150					
SEAC	150					
Teacher Lounge	200					

Cafeteria / Gym	2000					
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<i>Static Space</i>	5780	4050	4860	5670	6480	7290
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Total Space		9830	10640	11450	12260	13070
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R-17 – Food Services

Describe the plans for food services the school will provide. Indicate if the school will participate in the Federal school lunch and/or breakfast program. While food service plans are at the discretion of the school, please note that many school districts allow charter schools to participate in district food service contracts or programs.

FLCACS will have lunch available for purchase at full or reduced price. Students will also be allowed to bring their lunch to school.

FLCACS intends to participate in the Federal Free-and Reduced-Priced lunch and snack programs administered by the U.S. Department of Agriculture, and adhere to all applicable requirements including meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose.

Food will be prepared and brought to the school by a prominent food service provider. We plan to work with the local school district in making these arrangements. The food will be served in our own food service facilities, including kitchen and cafeteria accommodations. The buildings we are most interested in were schools in the past and have kitchen areas already in place.

Expenses for subsidized meals will be met by subsidy revenues received from the Federal and State meal programs, and expenses for full-price meals will be met by sales charges. The food service program has been reflected in the budget, as well as an overage for children who are supposed to be paying, but from whom funds have not been received for some reason. All children will be served, regardless of their ability to pay.

Traditionally, our area has had a relatively high percentage of students eligible for free and reduced-price lunches. To improve student performance, attendance, and health, we will explore a breakfast-in-classroom concept, combined with our daily class or school-wide meeting. If enrollment follows historic trends of greater than 50% FRPL, the school will be able to offer an after-school snack program via the USDA's school-based snack program.

R-18 – Health Services

Describe the plans for health services the school will provide including provision for a school nurse, medical space and equipment, procedures for proper collection and storage of immunization and medical records, immunization records checks, and procedures for provision of medication to students who require it within applicable law. Applicants may wish to refer to NYSED's School Health Services information in developing this response.

FLCACS will comply with all health services requirements applicable to other public schools including, but not limited to, all immunization and diagnostic testing requirements. FLCACS shall provide on-site health care services similar in scope to those available to children attending other public schools. FLCACS will seek to have a school nurse available to supervise the disbursement of medication (in accordance with §2853(4) (a) and §912 of the Education Law), the treatment of students who are ill or injured, and train faculty and staff in first aid. Hearing and vision testing will be administered to all new students by a qualified individual coordinated by the School Leader. A review of student immunization requirements and the proper supporting documents shall be completed for all new students.

Cumulative health records will be stored in locked filing cabinets accessible only by authorized staff members. These records will include proof of immunization and authorization for the administration of medication. All visits to the nurse, including reason and treatment, will be documented in each child's file. Parents will be expected to provide emergency contacts in the event their child becomes ill or is injured.

The school will ensure that all new students adhere to New York State requirements for immunization before they attend. Parents or guardians must provide proof for FLCACS documentation that their child has received all required doses of vaccines. Parents or guardians may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician, physician assistant, or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs contrary to such immunizations as per current New York State law.

Students requiring medication must bring a letter from their physician showing medical necessity, or "Authorization for the Administration of Medication to Students". All medication must be sent with the pharmacy label attached. Only medications requiring a dose during school hours will be administered in school. All daily or twice/day medications shall be administered at home before or after school. Asthmatic students who require daily medication must have a current "Authorization for Administration of Medication to Students" form on file. The student will be sent to the medical room daily at the prearranged time. Medication will only be administered by a school nurse. Medication

must be stored in the medical room except for students with documented permission to carry and self-administer their own medication. Diabetic students requiring blood sugar monitoring must have a glucose monitoring form on file. These students will be sent to the medical room at prearranged times as per their physician's instructions. Blood sugar monitoring and the administration of insulin will be performed by a school nurse.

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.

FLCACS will adopt certain recommendations in the New York State Education Department's manual GUIDELINES FOR MEDICATION MANAGEMENT IN SCHOOLS.

All instructional staff will receive CPR training and an automated external defibrillator (AED) will be on site. Instructional staff will also receive basic First Aid training, including First Aid for Choking. Staff will be trained in Disaster Preparedness and Drill protocols that cover Fire Alarms, Stay in Place, Bomb Threats, Natural Disasters (Earthquake, Thunderstorms, Tornadoes, Flooding), Extreme Weather, Evacuations, and Active Shooter. Specifically assigned staff will be trained to take on the nurse's responsibilities during any of these drills or actual emergencies if the nurse is not on the premises.

The nurse's office will be locked. In addition, a lock will be on the cabinet where medications are kept. The nurse's office will also contain a small refrigerator, with a thermometer for supplies such as ice packs and medications that require refrigeration. As such, the refrigerator will also have a lock on it. No food will be allowed in this refrigerator.

The nurse's area will be equipped with an eyewash station, an automated external defibrillator (AED), a wheelchair, and a nebulizer. The eyewash station and the AED will be in an area accessible to all staff. In addition, the nurse's office will contain a wheeled cart. All medications will be stored in containers that allow for easy transfer into the wheel cart.

During a fire drill or an actual alarm, the nurse, or the assigned staff member for times when the nurse is not on the premises, will be responsible to take all medication, a First Aid Kit, and the Medical Profile Binder, containing all of the children's information, and a nebulizer in the cart with him/her to a predetermined location known to all staff.

The nurse will also be responsible for providing student education regarding the following:

Fire Safety

Emergency Preparedness Safety

Lead Poisoning

Health and Hygiene (brushing teeth, etc.)

Outdoor Safety

Bus Safety

Stranger Danger

R-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 that does not align with district options including days when the proposed school would be in session but the district schools would not be in session. This response should also include discussion of how the school would communicate the requirement that parents of students seeking transportation services must submit a written request no later than April 1st to the school district in which they reside, including how this would be ensured in light of the identified admissions lottery date from Response 5.

FLCACS students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635.

If a student is not eligible, the student's parent or guardian will be responsible for providing transportation.

The calendar of FLCACS will closely align with the Auburn City School District to minimize transportation conflicts.

In the event that the school is running a field trip or a special session that is outside the school location and/or regular school hours, FLCACS will provide transportation through First Student or the transportation department of one of the homeschool districts.

The Business Manager will work closely with the Transportation Directors of the homeschool districts, including, but not limited to, Auburn Enlarged City School District, Port Byron Central School District, Weedsport Central School District, Union Springs Central School District, and Southern Cayuga Central School District.

The Business Manager and Enrollment Assistant will collect transportation forms from each homeschool district to include in the enrollment/registration packet. The Enrollment Assistant will collect the completed transportation forms and submit them directly to the homeschool's transportation department. The Business Manager and Enrollment Assistant will cooperate with all deadlines and requirements imposed by the transportation departments.

R-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, personal injury, and any school-owned or leased vehicles or other property. Please include the costs for annual premiums in the proposal budget(s).

FLCACS has consulted with David Wicker, Senior Account Executive with CH Insurance, for a proposal relating to insurance requirements. Mr. Wicker has consulted with several public and private schools and recommended the following policies:

<u>Type of Insurance</u>	<u>Limits</u>
• Director and Officer	\$3,000,000
• General Liability	\$3,000,000
• Umbrella Policy	\$5,000,000
• Workman's Comp	Statutory Limits
• Personal Property	\$1,000,000
• Cyber Liability	\$250,000
• Real Estate	\$1,000,000
• DBL/PFL	Statutory Limits

This package is estimated to cost \$30,000-\$40,000 annually at the onset and grow toward the \$50,000 mark as the school grows. We are budgeting for the higher value to be safe. Workman's Comp has been incorporated into the Payroll Tax portion of the budget, but if we can bundle it together, we should be able to save funds.

R-21 Fiscal Soundness

a. Budget Narrative

Discuss in narrative form how the startup budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient startup 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.

Due to ongoing uncertainty of economic conditions and enrollment pattern shifts, the Institute encourages applicants to consider multiple revenue sources, prepare for revenue receipt timing issues, and incorporate backstop strategies. Discussion of these and any other safeguards should be included in this response.

NOTE: Schools that include at-risk designations, "preferences," or set-asides in their admissions policies (with the exception of one extra weight in the lottery) may not be eligible for federal CSP grant funding. Additional information on funding opportunities is available on NYSED's website. IMPORTANT: Timing delays of start-up funds can cause significant obstacles for new charters. Recent CSP grant awards have experienced significant delays in the flow of payments to approved charter recipients. As a precaution, SUNY advises new charter applicants to take steps that include proactive planning of financial backstop measures to ensure financial stability

FLCACS's budget and cash flow projections are extremely conservative in order to ensure fiscal stability throughout the long-term plan. We have built in planned increases in expenses year to year and have still maintained a cash reserve every year. The attached budget includes a reserve of 2.7% in the first year, 15.1% in the second year, 16.4% in the third year, 25.5% in the fourth year, and 40% in the fifth year.

We have tried to make sure we have a reserve every year as we are anticipating a potential revenue per pupil decrease due to the pending NYS Budget Crises.

FLCACS is anticipating receiving the CSP grant for \$ 1,000,000. While we are aware that we may be eligible for an increase of \$ 250,000 for this grant, for budgetary purposes we have decided to not include that, even though we will be applying for it.

The distribution of the CSP grant is spread over four years, allocating \$355,000 in the Pre-Open, and \$ 325,000 in the next year, \$ 200,000 in year 2 and the balance of \$ 120,000 in the 3rd operating year. Maintaining a large cash reserve in the 3rd Year is due to anticipated increased expenses, including the hire of an additional Teaching Assistant and the bringing of our Specialty Teachers to FTE. By spreading the CSP grant over several years we will have a reserve to handle any shortfall in cash flow that may occur due to Covid-19 shutdowns and timing issues.

We believe that our budget is aligned with our mission of providing the best possible classical education with exposure to the finest in literature, science, math, and the arts. In order to do that FLCACS will expend a large amount of our funding on properly equipping the classrooms with the best reading material and all the equipment needed to bring the wonders of science and math to life. We have allocated \$ 850 per pupil in the first year and \$ 750 per pupil thereafter (with inflationary increases built in) to be spent on materials for just that purpose. This will allow our teachers to have the materials they need, including our Specialty teachers.

True learning occurs in an ordered and disciplined environment, as such we will have our students wear uniforms. However, we have a budget of \$150 per student to provide the uniforms so our Academy remains truly TUITION-FREE.

Our payroll cost is within line with the other schools in the community, and while not the highest, we have budgeted enough to allow for merit pay increases so that we maintain the best of the best.

In order to maintain our projected enrollment numbers, we have allocated a generous sum to Student Recruitment and Marketing, not just in the first year, but in every successive year as we continue to look to expand our grade offerings.

FLCACS realizes that the number of students per teacher is not only limited by the teacher's ability, but also by the physical size due to appropriate Covid spacing requirements. We are looking to maintain a teacher-to-student ratio of approximately 20:1, with no more than 22 students in a classroom. As we expand our Kindergarten enrollment, we will expand to two teachers in a room and eventually two classrooms. It is only in year four that we expect our enrollment to go over 20 for a particular grade level, and at this point, there is enough of a cash reserve to handle any additional expense that we may incur.

We believe that this plan is both reasonable and sustainable, with an expected enrollment of 78 over 5 grade levels in the first year, 104 over 6 grades in the second year, and increasing to 172 over 9 grades in the fifth year. These numbers are realistic and our goal is to maintain the class sizes as they move up in grade level. We are looking to build from the ground up.

As for other funding sources, our budget is set up so that we are not looking to generate any money from programs like FRPL. In fact, we have budgeted at a loss, assuming that there will be children who are provided a meal and are not part of the program, but collecting the funds from the parents may be difficult. Anticipating situations like this in advance will alleviate any financial pressure and subsequently alleviate any problems that could occur due to unexpected family hardship.

FLCACS has attempted to anticipate all potential financial drawbacks and plan for them accordingly. This conservative philosophy will guarantee our success and should be obvious when reviewing our budget.

Mitigation Strategies include but are not limited to :

- (1) deferring costs that are deemed non-essential or could be deferred until the following year,
- (2) participating in national charter school purchasing collaboratives to reduce costs, and
- (3) evaluation of staffing needs, reducing non-instructional positions.

Surplus Strategies include but are not limited to:

- (1) Increasing salaries or adding stipends for teacher leaders to attract and retain talent,
- (2) Adding personnel (e.g. counselor, custodian) earlier in the initial charter term to support student learning and school operations, and
- (3) add to employee benefit plans.

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.***

Besides hiring an Accounting Firm to do our annual audit, FLCACS will also have that firm train our management staff on proper bookkeeping methods and compliance with Generally Accepted Accounting Principles (GAAP) and

Procurement Guidelines established by the State Procurement Council pursuant to State Finance Law Article 161(2)(d) as well as incorporating best practices.

Our School Leader, in conjunction with our Business Manager, and Board Treasurer will be responsible for the development of the Annual Budget. Recommendations will be made to the Finance Committee of the School Board prior to the review, and approval of the School Board. Any modification to the approved budget throughout the year will be the responsibility of the School Leader, the Business Manager, and the Board Treasurer working together. This will apply for minor changes under 0.5% (half a percent) of the overall budget. Any modification beyond this level will require review and approval by the board.

The budget will be created and proposed to the board by the first Monday in May for the upcoming school year. All modifications to the proposed budget will then be discussed between the School Leader, the Treasurer, and the Finance Committee Board members, and a Final Budget should be proposed and approved no later than the last Monday before the school year ends.

The Board of Trustees will review standard financial statements at monthly Board meetings. These statements include, but are not limited to, Budget vs. Actual Reports, Balance Sheets, Statements of Cash Flows, and regularly updated projections. Should variances from budgets become significant, the school Leader and Finance Committee will review the approved budget to determine if the existing budget requires amendment or if another corrective action is required to realign activity with the approved 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.

FLCACS' Accounting Firm, a licensed NYS CPA firm, will perform an annual audit prior to April; so that it coincides with the time the School Leader, Business Manager, and Board Treasurer are working on the new budget. This way any questions or concerns that come up during the audit can be addressed in the planning stage.

This audit will be done by an independent firm and not a member of the Board or any employee of FLCACS. The Audit will provide all necessary NYSED and SUNY

financial reports, including but not limited to a statement of financial position, a statement of expenses, a statement of activities, and a statement of cash flows.

The Accounting Firm will be selected by the Audit Committee and will present directly to the committee prior to reporting to the School Board. In addition to the annual audit, FLCACS will comply with requests for audits to be completed by the NYS Comptroller's Office and any other organization granting funds to FLCACS.

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. Applicants should refer to and incorporate elements of the Institute's Closure Plan, in developing this response. Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

FLCACS will allocate \$ 25,000 per year for the first three years in escrow to pay for legal expenses, the final audit, and other expenses affiliated with the dissolution.

Upon the decision by the board for the dissolution of FLCACS, the board will designate a trustee to work with the School Leader for the various tasks that will ensue.

First, the School Leader, with the assistance of the designated trustee, will establish communication with the parents of the students, informing them of the decision of the board, their options for future schooling of their child, and contact information for the school district they live in.

Next, the School Leader, with the assistance of the designated trustee, will then reach out to the school districts to inform them of the impending dissolution and provide them with a list of all the students of FLCACS who are in their districts, along with contact information so that they can reach out to the parents to ensure that no break occurs in the child's education.

Then the School Leader, with the assistance of the designated trustee, will distribute the appropriate student records to the school that they will be attending next.

The Lawyer for the school, in conjunction with the treasurer and the designated trustee, will determine the list of available assets in comparison to the list of open debt. Then a plan will be determined to best process those assets to meet the school's obligations in compliance with all legal requirements.

All SUNY Closure procedures will be complied with and all reports will be the responsibility of the School Leader and the designated trustee. Any legal documentation and any financial information will be the responsibility of the school's lawyer and the treasurer respectively.

Financials:

Upon notification of closure, FLCACS will begin a full audit of liquid and fixed assets. The school will contact, in writing, all creditors and vendors to inform them of the school closure and the closure of accounts, as well as settle all outstanding debts. The school will furnish copies of financial information and report on the school's financial position within 30 days of the closure notice. The school will provide the required financial updates to SUNY.

Inventory and Distribution of Assets:

Within 45 days of the Notice of Closure, FLCACS will contract with a third-party assessor to inventory fixed assets and their location on fair market value. Copies of all reports will be provided to SUNY. Consistent with the timeline outlined in the Closure Plan, FLCACS' Board of Trustees will vote to disperse all fixed and liquid assets to the local school district or local charter school.



GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL BUDGETS AND CASH FLOWS

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
6) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
7) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
8) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
9) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

- = Enter information into the light BLUE shaded cells.
- = Cells labeled in ORANGE contain guidance regarding the input of information.
- = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
630918	Abraham Wing School	13,978	14,508
570101	Addison Central School District	13,099	13,483
410401	Adirondack Central School District	12,906	13,609
080101	Afton Central School District	13,262	13,338
142101	Akron Central School District	11,798	12,238
010100	Albany City School District	16,653	17,297
450101	Albion Central School District	11,429	11,437
140101	Alden Central School District	11,162	11,278
180202	Alexander Central School District	13,336	13,225
220202	Alexandria Central School District	13,733	13,883
020101	Alfred-Almond Central School District	13,052	13,454
040302	Allegany-Limestone Central School District	11,294	11,601
460102	Altmar-Parish-Williamstown Central School District	13,337	13,897
580303	Amagansett Union Free School District	63,762	63,430
140201	Amherst Central School District	11,616	11,866
580106	Amityville Union Free School District	19,299	20,322
270100	Amsterdam City School District	10,941	11,428
120102	Andes Central School District	20,531	20,369
020601	Andover Central School District	14,369	13,869
660405	Ardsey Union Free School District	22,534	23,390
640101	Argyle Central School District	13,214	13,591
571901	Arkport Central School District	11,271	11,921
131601	Arlington Central School District	13,322	13,767
670201	Attica Central School District	10,367	10,506
050100	Auburn Enlarged City School District	11,813	12,014
090201	AuSable Valley Central School District	15,073	15,292
491302	Averill Park Central School District	11,508	11,727
570201	Avoca Central School District	15,499	15,491
240101	Avon Central School District	12,268	12,710
580101	Babylon Union Free School District	18,392	19,015
080201	Bainbridge-Guilford Central School District	12,560	13,059
280210	Baldwin Union Free School District	17,082	17,405
420901	Baldwinsville Central School District	13,192	13,687
521301	Ballston Spa Central School District	13,489	13,810
401301	Barker Central School District	13,489	13,698
180300	Batavia City School District	14,062	14,183
570302	Bath Central School District	10,342	10,455
580501	Bay Shore Union Free School District	17,943	18,584
580505	Bayport-Blue Point Union Free School District	19,059	19,427
130200	Beacon City School District	13,620	14,127
231301	Beaver River Central School District	11,131	11,448
660102	Bedford Central School District	22,370	23,269
090301	Beekmantown Central School District	13,766	14,511
020801	Belfast Central School District	13,706	14,257
220909	Belleville Henderson Central School District	10,631	9,807
280207	Bellmore Union Free School District	21,210	21,708

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
280253	Bellmore-Merrick Central High School District	15,327	15,793
061001	Bemus Point Central School District	13,682	14,350
490101	Berlin Central School District	14,412	15,059
010201	Berne-Knox-Westerlo Central School District	15,485	16,417
010306	Bethlehem Central School District	13,672	13,877
280521	Bethpage Union Free School District	19,042	19,074
030200	Binghamton City School District	12,121	12,716
661905	Blind Brook-Rye Union Free School District	21,888	21,332
430501	Bloomfield Central School District	12,264	12,412
022902	Bolivar-Richburg Central School District	13,477	13,492
630101	Bolton Central School District	23,228	23,321
151801	Boquet Valley Central School District	15,662	16,118
570401	Bradford Central School District	14,440	14,482
510101	Brasher Falls Central School District	12,543	13,401
580512	Brentwood Union Free School District	16,474	17,336
480601	Brewster Central School District	18,631	18,579
661402	Briarcliff Manor Union Free School District	23,893	24,366
580909	Bridgehampton Union Free School District	72,319	77,128
260101	Brighton Central School District	14,228	14,868
171102	Broadalbin-Perth Central School District	10,116	10,318
261801	Brockport Central School District	12,493	12,643
062301	Brocton Central School District	14,725	15,187
660303	Bronxville Union Free School District	22,369	22,599
250109	Brookfield Central School District	14,092	15,370
490202	Brunswick Central School District	12,629	12,816
161601	Brushton-Moira Central School District	13,625	14,380
140600	Buffalo City School District	13,416	13,966
520101	Burnt Hills-Ballston Lake Central School District	11,793	12,031
661201	Byram Hills Central School District	21,733	22,205
180701	Byron-Bergen Central School District	12,481	12,815
190301	Cairo-Durham Central School District	11,106	11,469
240201	Caledonia-Mumford Central School District	11,735	11,829
641610	Cambridge Central School District	14,085	14,254
410601	Camden Central School District	10,693	10,529
570603	Campbell-Savona Central School District	10,781	10,128
270301	Canajoharie Central School District	12,691	12,596
430300	Canandaigua City School District	12,175	12,078
021102	Canaseraga Central School District	13,468	13,884
250901	Canastota Central School District	11,618	11,955
600301	Candor Central School District	13,672	14,867
571502	Canisteo-Greenwood Central School District	16,483	16,137
510201	Canton Central School District	13,626	14,138
280411	Carle Place Union Free School District	21,519	21,973
480102	Carmel Central School District	17,197	17,378
222201	Carthage Central School District	8,808	9,585
060401	Cassadaga Valley Central School District	14,753	14,998

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
050401	Cato-Meridian Central School District	12,076	12,490
190401	Catskill Central School District	15,358	16,209
042302	Cattaraugus-Little Valley Central School District	12,808	13,840
250201	Cazenovia Central School District	12,106	12,544
580233	Center Moriches Union Free School District	16,788	17,208
580513	Central Islip Union Free School District	22,743	23,314
460801	Central Square Central School District	10,997	11,269
212101	Central Valley Central School District at Ilion-Mohawk	10,089	10,419
661004	Chappaqua Central School District	20,432	20,759
120401	Charlotte Valley Central School District	13,379	14,135
160801	Chateaugay Central School District	12,497	12,794
101001	Chatham Central School District	14,011	14,311
060503	Chautauqua Lake Central School District	14,705	14,720
090601	Chazy Union Free School District	13,134	12,944
140701	Cheektowaga Central School District	11,595	11,807
140709	Cheektowaga-Sloan Union Free School District	12,873	13,109
030101	Chenango Forks Central School District	12,038	12,269
030701	Chenango Valley Central School District	12,325	12,523
472202	Cherry Valley-Springfield Central School District	14,711	15,158
440201	Chester Union Free School District	15,728	17,038
251601	Chittenango Central School District	12,878	13,375
261501	Churchville-Chili Central School District	11,500	11,762
110101	Cincinnatus Central School District	14,201	14,259
140801	Clarence Central School District	11,276	11,924
500101	Clarkstown Central School District	15,456	16,094
140703	Cleveland Hill Union Free School District	12,660	13,021
510401	Clifton-Fine Central School District	18,179	18,641
411101	Clinton Central School District	13,257	13,827
650301	Clyde-Savannah Central School District	16,766	17,096
060701	Clymer Central School District	16,122	16,472
541102	Cobleskill-Richmondville Central School District	13,052	13,615
010500	Cohoes City School District	14,233	14,664
580402	Cold Spring Harbor Central School District	21,013	21,234
510501	Colton-Pierrepont Central School District	20,860	21,630
580410	Commack Union Free School District	16,451	16,226
580203	Comsewogue Union Free School District	15,376	15,780
580507	Connetquot Central School District	18,139	18,484
471701	Cooperstown Central School District	13,657	14,060
230201	Copenhagen Central School District	11,167	11,278
580105	Copiague Union Free School District	17,623	18,229
520401	Corinth Central School District	11,561	11,929
571000	Corning City School District	12,725	12,843
440301	Cornwall Central School District	12,915	13,242
110200	Cortland City School District	11,600	12,043
190501	Coxsackie-Athens Central School District	13,308	13,661
660202	Croton-Harmon Union Free School District	16,949	17,200

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
150203	Crown Point Central School District	18,205	18,940
022302	Cuba-Rushford Central School District	13,495	14,136
241001	Dansville Central School District	12,814	13,400
580107	Deer Park Union Free School District	16,547	16,635
120501	Delhi Central School District	15,660	15,600
140707	Depew Union Free School District	11,310	11,538
031301	Deposit Central School District	15,199	15,029
250301	DeRuyter Central School District	13,063	13,217
660403	Dobbs Ferry Union Free School District	21,320	22,177
211003	Dolgeville Central School District	11,203	11,045
130502	Dover Union Free School District	13,134	13,390
120301	Downsville Central School District	18,511	19,931
610301	Dryden Central School District	12,850	13,026
530101	Duanesburg Central School District	10,090	10,253
680801	Dundee Central School District	10,368	10,374
060800	Dunkirk City School District	14,786	15,391
140301	East Aurora Union Free School District	11,516	12,126
490301	East Greenbush Central School District	13,493	13,818
580301	East Hampton Union Free School District	24,970	25,462
260801	East Irondequoit Central School District	13,549	13,981
580503	East Islip Union Free School District	15,107	15,228
280203	East Meadow Union Free School District	17,196	17,471
580234	East Moriches Union Free School District	17,486	17,956
580917	East Quogue Union Free School District	23,447	23,025
500402	East Ramapo Central School District	18,042	17,234
261313	East Rochester Union Free School District	14,300	14,647
280219	East Rockaway Union Free School District	19,639	20,051
420401	East Syracuse-Minoa Central School District	15,808	16,309
280402	East Williston Union Free School District	22,568	22,710
660301	Eastchester Union Free School District	19,579	20,204
580912	Eastport-South Manor Central School District	13,658	14,193
141201	Eden Central School District	11,525	12,097
660406	Edgemont Union Free School District	20,077	20,605
520601	Edinburg Common School District	23,481	23,504
470501	Edmeston Central School District	12,982	13,638
513102	Edwards-Knox Central School District	11,642	12,406
180901	Elba Central School District	13,357	14,281
590801	Eldred Central School District	14,145	13,146
622002	Ellenville Central School District	18,148	18,905
040901	Ellicottville Central School District	12,949	13,525
070600	Elmira City School District	13,029	12,981
070902	Elmira Heights Central School District	11,542	11,844
280216	Elmont Union Free School District	15,720	16,052
660409	Elmsford Union Free School District	24,769	25,552
580401	Elwood Union Free School District	15,918	16,077
420601	Fabius-Pompey Central School District	13,740	13,818

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
261301	Fairport Central School District	11,875	12,280
061101	Falconer Central School District	11,219	11,542
590501	Fallsburg Central School District	20,436	21,341
280522	Farmingdale Union Free School District	18,908	19,621
421001	Fayetteville-Manlius Central School District	12,762	13,346
022001	Fillmore Central School District	10,436	10,869
580514	Fire Island Union Free School District	115,110	113,268
581004	Fishers Island Union Free School District	0	0
280222	Floral Park-Bellerose Union Free School District	16,149	16,503
442115	Florida Union Free School District	15,586	16,108
270601	Fonda-Fultonville Central School District	11,311	11,407
061503	Forestville Central School District	12,700	13,180
640502	Fort Ann Central School District	14,872	15,126
640601	Fort Edward Union Free School District	15,275	17,594
270701	Fort Plain Central School District	13,443	13,045
210402	Frankfort-Schuyler Central School District	10,696	11,208
120701	Franklin Central School District	14,814	15,481
280217	Franklin Square Union Free School District	14,992	15,685
041101	Franklinville Central School District	12,753	12,903
062201	Fredonia Central School District	13,749	14,046
280209	Freeport Union Free School District	17,621	17,921
060301	Frewsburg Central School District	11,294	11,698
021601	Friendship Central School District	14,595	14,796
141604	Frontier Central School District	9,742	10,150
460500	Fulton City School District	12,873	13,336
520701	Galway Central School District	10,850	11,157
650902	Gananda Central School District	11,448	11,679
280218	Garden City Union Free School District	18,599	19,064
480404	Garrison Union Free School District	22,212	22,065
260401	Gates-Chili Central School District	13,189	13,011
220401	General Brown Central School District	10,296	10,462
020702	Genesee Valley Central School District	13,016	13,725
240401	Geneseo Central School District	13,765	13,914
430700	Geneva City School District	15,712	15,910
100902	Germantown Central School District	16,032	16,242
470202	Gilbertsville-Mount Upton Central School District	13,788	14,333
540801	Gilboa-Conesville Central School District	15,778	15,860
280100	Glen Cove City School District	20,493	21,520
630300	Glens Falls City School District	13,219	13,380
170500	Gloversville Enlarged City School District	10,964	11,409
440601	Goshen Central School District	16,667	17,870
511101	Gouverneur Central School District	11,822	12,164
042801	Gowanda Central School District	12,288	12,664
141501	Grand Island Central School District	11,676	11,940
640701	Granville Central School District	11,247	11,769
280407	Great Neck Union Free School District	23,679	24,027

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
260501	Greece Central School District	12,553	12,813
010701	Green Island Union Free School District	14,402	15,554
660407	Greenburgh Central 7 School District	23,032	23,424
080601	Greene Central School District	12,282	12,719
581010	Greenport Union Free School District	21,084	21,466
190701	Greenville Central School District	14,835	15,274
640801	Greenwich Central School District	13,545	13,928
442111	Greenwood Lake Union Free School District	19,633	19,851
610501	Groton Central School District	12,634	13,104
010802	Guilderland Central School District	13,529	13,858
630801	Hadley-Luzerne Central School District	15,660	15,824
480401	Haldane Central School District	16,563	15,811
580405	Half Hollow Hills Central School District	16,106	16,418
141601	Hamburg Central School District	11,707	12,324
250701	Hamilton Central School District	14,718	15,230
511201	Hammond Central School District	15,084	15,749
572901	Hammondsport Central School District	16,964	17,510
580905	Hampton Bays Union Free School District	17,848	18,424
120906	Hancock Central School District	14,019	14,039
460701	Hannibal Central School District	11,271	11,420
580406	Harborfields Central School District	15,409	15,708
030501	Harpursville Central School District	9,899	9,923
660501	Harrison Central School District	25,039	25,595
230301	Harrisville Central School District	15,217	15,961
641001	Hartford Central School District	12,527	11,798
660404	Hastings-On-Hudson Union Free School District	22,828	23,686
580506	Hauppauge Union Free School District	18,756	19,302
280201	Hempstead Union Free School District	22,562	24,505
660203	Hendrick Hudson Central School District	19,520	19,996
210601	Herkimer Central School District	11,210	11,537
511301	Hermon Dekalb Central School District	14,893	15,303
280409	Herricks Union Free School District	18,075	18,373
512404	Heuvelton Central School District	11,658	11,482
280214	Hewlett-Woodmere Union Free School District	24,217	24,389
280517	Hicksville Union Free School District	16,829	17,554
620803	Highland Central School District	14,466	14,955
440901	Highland Falls-Fort Montgomery Central School District	16,285	17,287
261101	Hilton Central School District	11,745	11,931
041401	Hinsdale Central School District	11,650	12,139
141701	Holland Central School District	12,922	12,704
412201	Holland Patent Central School District	12,427	12,922
450704	Holley Central School District	10,616	11,011
110701	Homer Central School District	12,669	13,115
431401	Honeoye Central School District	13,242	13,434
260901	Honeoye Falls-Lima Central School District	11,550	11,879
491401	Hoosic Valley Central School District	11,684	12,453

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
490501	Hoosick Falls Central School District	13,687	14,425
571800	Hornell City School District	10,943	10,107
070901	Horseheads Central School District	12,482	13,016
101300	Hudson City School District	15,513	15,882
641301	Hudson Falls Central School District	10,880	10,969
190901	Hunter-Tannersville Central School District	17,100	17,254
580403	Huntington Union Free School District	18,960	19,495
130801	Hyde Park Central School District	13,784	14,300
101401	Ichabod Crane Central School District	12,994	13,076
200401	Indian Lake Central School District	23,593	24,475
220301	Indian River Central School District	8,067	8,425
200501	Inlet Common School District	0	0
141301	Iroquois Central School District	13,044	14,012
660402	Irvington Union Free School District	22,561	23,064
280231	Island Park Union Free School District	30,662	30,496
280226	Island Trees Union Free School District	16,720	17,031
580502	Islip Union Free School District	16,266	16,621
610600	Ithaca City School District	15,662	16,086
061700	Jamestown City School District	11,730	12,240
420411	Jamesville-Dewitt Central School District	12,783	12,986
572702	Jasper-Troupsburg Central School District	11,977	10,673
540901	Jefferson Central School District	14,131	14,299
280515	Jericho Union Free School District	25,150	25,613
630601	Johnsburg Central School District	18,739	19,097
031502	Johnson City Central School District	13,639	14,170
170600	Johnstown City School District	10,377	9,678
420501	Jordan-Elbridge Central School District	13,415	14,484
660101	Katonah-Lewisboro Union Free School District	20,761	21,199
150601	Keene Central School District	22,991	24,890
450607	Kendall Central School District	13,482	13,656
142601	Kenmore-Town of Tonawanda Union Free School District	10,526	11,143
241101	Keshequa Central School District	13,199	13,501
580805	Kings Park Central School District	15,247	15,314
620600	Kingston City School District	17,166	17,811
441202	Kiryas Joel Village Union Free School District	46,801	47,592
141800	Lackawanna City School District	13,993	13,355
221401	Lafargeville Central School District	11,391	11,679
420807	Lafayette Central School District	19,055	19,604
630701	Lake George Central School District	14,023	14,107
151102	Lake Placid Central School District	16,451	16,551
200601	Lake Pleasant Central School District	28,341	28,865
141401	Lake Shore Central School District	12,769	12,946
662401	Lakeland Central School District	15,973	16,385
141901	Lancaster Central School District	10,392	10,740
610801	Lansing Central School District	13,391	14,058
490601	Lansingburgh Central School District	11,799	12,613

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
470801	Laurens Central School District	11,897	11,871
280215	Lawrence Union Free School District	20,204	19,566
181001	Le Roy Central School District	12,798	13,123
670401	Letchworth Central School District	12,383	12,475
280205	Levittown Union Free School District	18,292	18,400
400301	Lewiston-Porter Central School District	13,523	13,842
590901	Liberty Central School District	20,082	20,666
580104	Lindenhurst Union Free School District	15,516	15,691
511602	Lisbon Central School District	15,637	16,247
210800	Little Falls City School District	13,776	14,527
421501	Liverpool Central School District	14,449	14,609
591302	Livingston Manor Central School District	18,500	18,772
240801	Livonia Central School District	13,019	13,261
400400	Lockport City School District	11,728	12,352
280503	Locust Valley Central School District	24,667	25,005
280300	Long Beach City School District	23,391	23,742
200701	Long Lake Central School District	42,512	43,783
580212	Longwood Central School District	16,197	16,613
230901	Lowville Academy and Central School District	11,107	11,100
221301	Lyme Central School District	14,542	15,605
280220	Lynbrook Union Free School District	19,380	19,673
421504	Lyncourt Union Free School District	19,402	20,816
451001	Lyndonville Central School District	12,401	12,897
650501	Lyons Central School District	12,939	13,774
251101	Madison Central School District	12,396	13,036
511901	Madrid-Waddington Central School District	12,867	13,666
480101	Mahopac Central School District	15,217	15,429
031101	Maine-Endwell Central School District	12,324	12,307
161501	Malone Central School District	11,905	12,835
280212	Malverne Union Free School District	21,827	22,087
660701	Mamaroneck Union Free School District	19,777	20,436
431101	Manchester-Shortsville Central School District	12,953	13,329
280406	Manhasset Union Free School District	22,034	22,228
110901	Marathon Central School District	14,378	14,538
421101	Marcellus Central School District	11,820	12,176
430901	Marcus Whitman Central School District	14,240	14,696
121401	Margaretville Central School District	16,037	16,719
650701	Marion Central School District	12,747	13,409
621001	Marlboro Central School District	17,675	18,368
140702	Maryvale Union Free School District	12,516	12,863
280523	Massapequa Union Free School District	17,834	17,941
512001	Massena Central School District	11,674	11,605
581012	Mattituck-Cutchogue Union Free School District	17,357	17,381
170801	Mayfield Central School District	11,630	11,633
110304	McGraw Central School District	13,705	15,873
521200	Mechanicville City School District	13,015	14,005

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
450801	Medina Central School District	11,836	11,829
010615	Menands Union Free School District	16,781	16,935
280225	Merrick Union Free School District	19,677	19,860
460901	Mexico Academy and Central School District	13,291	13,841
580211	Middle Country Central School District	15,341	15,728
541001	Middleburgh Central School District	13,626	13,755
441000	Middletown Enlarged City School District	15,775	16,816
471101	Milford Central School District	14,570	15,303
132201	Millbrook Central School District	13,485	14,088
580208	Miller Place Union Free School District	14,404	14,280
280410	Mineola Union Free School District	24,839	27,241
150801	Minerva Central School District	26,057	26,331
441101	Minisink Valley Central School District	13,210	13,395
530515	Mohonasen Central School District	10,866	10,995
441201	Monroe-Woodbury Central School District	15,512	16,117
580306	Montauk Union Free School District	31,123	35,371
591401	Monticello Central School District	16,023	16,694
051301	Moravia Central School District	11,805	12,255
150901	Moriah Central School District	14,186	14,528
471201	Morris Central School District	11,664	11,798
512101	Morristown Central School District	14,639	14,307
250401	Morrisville-Eaton Central School District	13,830	14,097
212001	Mount Markham Central School District	12,893	13,231
240901	Mount Morris Central School District	14,859	15,520
660801	Mount Pleasant Central School District	19,716	20,270
580207	Mount Sinai Union Free School District	16,415	16,701
660900	Mount Vernon City School District	18,476	18,589
500108	Nanuet Union Free School District	18,428	19,154
431201	Naples Central School District	14,445	14,923
411501	New Hartford Central School District	12,271	12,563
280405	New Hyde Park-Garden City Park Union Free School District	16,067	16,763
101601	New Lebanon Central School District	16,565	17,118
621101	New Paltz Central School District	16,125	17,004
661100	New Rochelle City School District	18,053	18,595
581015	New Suffolk Common School District	19,758	18,495
300000	New York City Department of Education	17,626	18,340
411504	New York Mills Union Free School District	13,439	14,057
650101	Newark Central School District	12,719	13,312
600402	Newark Valley Central School District	11,689	12,060
441600	Newburgh Enlarged City School District	17,391	18,149
151001	Newcomb Central School District	44,732	44,320
400601	Newfane Central School District	11,753	11,787
610901	Newfield Central School District	12,561	12,782
400800	Niagara Falls City School District	12,531	12,691
400701	Niagara-Wheatfield Central School District	11,757	12,059
530301	Niskayuna Central School District	13,311	13,877

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
580103	North Babylon Union Free School District	16,445	16,899
280204	North Bellmore Union Free School District	17,474	17,416
142201	North Collins Central School District	14,856	15,290
010623	North Colonie Central School District	12,686	13,235
490801	North Greenbush Common School District	14,056	17,451
280229	North Merrick Union Free School District	19,673	19,801
500201	North Rockland Central School District	18,654	18,645
651501	North Rose-Wolcott Central School District	13,722	14,020
661301	North Salem Central School District	21,652	22,007
280501	North Shore Central School District	26,157	26,500
420303	North Syracuse Central School District	12,806	13,189
400900	North Tonawanda City School District	12,127	12,142
630202	North Warren Central School District	16,115	16,566
090501	Northeastern Clinton Central School District	13,307	13,658
090901	Northern Adirondack Central School District	14,361	14,780
580404	Northport-East Northport Union Free School District	19,424	19,576
170901	Northville Central School District	16,098	16,742
081200	Norwich City School District	11,080	11,315
512201	Norwood-Norfolk Central School District	12,793	13,121
500304	Nyack Union Free School District	20,238	20,548
181101	Oakfield-Alabama Central School District	12,989	13,727
280211	Oceanside Union Free School District	16,174	16,329
550101	Odessa-Montour Central School District	12,442	11,644
512300	Ogdensburg City School District	14,559	14,939
042400	Olean City School District	12,650	13,076
251400	Oneida City School District	12,898	13,312
471400	Oneonta City School District	13,844	14,182
421201	Onondaga Central School District	14,296	14,786
621201	Onteora Central School District	20,264	20,596
271201	Oppenheim-Ephratah-St. Johnsville Central School District	12,957	13,185
142301	Orchard Park Central School District	12,454	12,567
412901	Oriskany Central School District	12,727	13,279
661401	Ossining Union Free School District	20,347	21,185
461300	Oswego City School District	12,916	13,558
081401	Otselic Valley Central School District at Georgetown-South	15,575	16,062
600601	Owego-Apalachin Central School District	13,172	13,864
211701	Owen D. Young Central School District	13,199	13,599
081501	Oxford Academy and Central School District	13,445	13,670
280506	Oyster Bay-East Norwich Central School District	24,755	25,087
581002	Oysterponds Union Free School District	34,704	36,838
650901	Palmyra-Macedon Central School District	11,864	11,844
061601	Panama Central School District	13,146	13,050
512501	Parishville-Hopkinton Central School District	12,727	13,015
580224	Patchogue-Medford Union Free School District	15,053	15,532
181201	Pavilion Central School District	13,079	13,338
131201	Pawling Central School District	16,767	17,315

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
500308	Pearl River Union Free School District	16,958	17,457
661500	Peekskill City School District	18,507	19,292
661601	Pelham Union Free School District	17,291	17,441
181302	Pembroke Central School District	13,845	14,292
261201	Penfield Central School District	13,844	14,208
680601	Penn Yan Central School District	12,678	12,888
671201	Perry Central School District	13,121	13,883
091101	Peru Central School District	14,262	14,333
431301	Phelps-Clifton Springs Central School District	13,402	13,460
462001	Phoenix Central School District	13,005	13,230
440401	Pine Bush Central School District	13,169	13,392
131301	Pine Plains Central School District	16,657	16,980
060601	Pine Valley Central School District	16,216	18,916
043501	Pioneer Central School District	11,734	11,715
261401	Pittsford Central School District	14,642	15,137
280518	Plainedge Union Free School District	16,842	17,041
280504	Plainview-Old Bethpage Central School District	19,313	19,684
091200	Plattsburgh City School District	15,141	15,604
660809	Pleasantville Union Free School District	17,373	17,595
660802	Pocantico Hills Central School District	40,041	41,070
211103	Poland Central School District	13,003	13,082
051101	Port Byron Central School District	11,948	12,392
661904	Port Chester-Rye Union Free School District	15,776	16,661
580206	Port Jefferson Union Free School District	23,461	23,536
441800	Port Jervis City School District	13,492	13,564
280404	Port Washington Union Free School District	23,170	23,895
042901	Portville Central School District	11,870	12,327
512902	Potsdam Central School District	13,691	14,232
131500	Poughkeepsie City School District	15,030	15,993
572301	Prattsburgh Central School District	11,977	12,965
461801	Pulaski (Academy) Central School District	13,821	14,245
641401	Putnam Central School District	24,626	24,562
480503	Putnam Valley Central School District	18,456	18,487
630902	Queensbury Union Free School District	10,724	10,905
580903	Quogue Union Free School District	52,389	52,520
043001	Randolph Central School District	13,557	13,591
010402	Ravena-Coeymans-Selkirk Central School District	14,188	14,284
651503	Red Creek Central School District	12,738	12,958
131701	Red Hook Central School District	15,165	15,490
411701	Remsen Central School District	17,841	19,024
580901	Remsenburg-Speonk Union Free School District	39,468	40,932
491200	Rensselaer City School District	11,075	11,361
131801	Rhinebeck Central School District	18,339	18,618
472001	Richfield Springs Central School District	11,983	12,377
062401	Ripley Central School District	14,359	14,040
580602	Riverhead Central School District	18,922	20,107

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
261600	Rochester City School District	14,216	14,316
280221	Rockville Centre Union Free School District	20,561	21,044
580209	Rocky Point Union Free School District	15,108	15,495
411800	Rome City School District	13,978	14,583
560603	Romulus Central School District	16,985	17,119
620901	Rondout Valley Central School District	18,795	19,344
280208	Roosevelt Union Free School District	18,572	18,964
591301	Roscoe Central School District	19,043	19,803
280403	Roslyn Union Free School District	22,495	22,785
121502	Roxbury Central School District	18,704	19,551
401201	Royalton-Hartland Central School District	11,302	11,206
261701	Rush-Henrietta Central School District	14,077	14,589
661800	Rye City School District	21,910	22,644
661901	Rye Neck Union Free School District	19,532	19,848
580205	Sachem Central School District	14,661	15,181
221001	Sackets Harbor Central School District	11,392	11,892
580305	Sag Harbor Union Free School District	29,846	31,073
580910	Sagaponack Common School District	17,341	17,336
161801	Saint Regis Falls Central School District	16,415	17,247
043200	Salamanca City School District	3,033	3,150
641501	Salem Central School District	15,517	16,437
161201	Salmon River Central School District	15,545	16,080
461901	Sandy Creek Central School District	14,667	15,304
091402	Saranac Central School District	13,417	13,923
161401	Saranac Lake Central School District	16,032	16,404
521800	Saratoga Springs City School District	12,297	12,472
621601	Saugerties Central School District	13,981	14,479
411603	Sauquoit Valley Central School District	13,672	14,129
580504	Sayville Union Free School District	17,737	18,007
662001	Scarsdale Union Free School District	24,450	24,704
530501	Schalmont Central School District	14,840	14,896
530600	Schenectady City School District	13,614	14,302
470901	Schenevus Central School District	14,074	14,505
491501	Schodack Central School District	14,120	14,750
541201	Schoharie Central School District	13,782	13,931
151401	Schroon Lake Central School District	19,487	20,697
521701	Schuylerville Central School District	12,585	12,786
022401	Scio Central School District	12,278	12,218
530202	Scotia-Glenville Central School District	13,312	13,540
280206	Seaford Union Free School District	17,477	17,804
560701	Seneca Falls Central School District	12,356	12,802
280252	Sewanhaka Central High School District	14,080	14,545
541401	Sharon Springs Central School District	15,959	16,703
580701	Shelter Island Union Free School District	28,919	29,390
520302	Shenendehowa Central School District	12,939	13,387
082001	Sherburne-Earlville Central School District	12,222	12,490

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
062601	Sherman Central School District	11,996	12,554
580601	Shoreham-Wading River Central School District	17,650	18,075
121601	Sidney Central School District	12,790	12,367
061501	Silver Creek Central School District	14,073	14,689
421601	Skaneateles Central School District	13,301	13,635
580801	Smithtown Central School District	15,736	16,162
651201	Sodus Central School District	13,394	13,390
420702	Solvay Union Free School District	12,918	13,196
662101	Somers Central School District	18,748	19,134
010601	South Colonie Central School District	13,910	14,280
580235	South Country Central School District	18,366	18,715
521401	South Glens Falls Central School District	11,859	12,249
580413	South Huntington Union Free School District	18,010	18,705
220101	South Jefferson Central School District	10,964	11,296
121702	South Kortright Central School District	14,206	14,111
231101	South Lewis Central School District	14,633	14,885
500301	South Orangetown Central School District	17,210	17,609
560501	South Seneca Central School District	14,868	15,265
580906	Southampton Union Free School District	26,279	26,429
050701	Southern Cayuga Central School District	14,585	15,112
581005	Southold Union Free School District	19,364	19,972
060201	Southwestern Central School District	12,877	13,463
131602	Spackenkill Union Free School District	18,189	18,647
261001	Spencerport Central School District	12,606	12,882
600801	Spencer-Van Etten Central School District	13,081	13,450
580304	Springs Union Free School District	25,129	25,307
141101	Springville-Griffith Institute Central School District	13,047	13,373
121701	Stamford Central School District	14,302	14,495
401001	Starpoint Central School District	11,634	12,030
522001	Stillwater Central School District	10,345	10,709
251501	Stockbridge Valley Central School District	11,757	11,879
500401	Suffern Central School District	18,153	18,349
591502	Sullivan West Central School District	16,608	16,052
030601	Susquehanna Valley Central School District	14,327	14,849
140207	Sweet Home Central School District	14,066	14,494
280502	Syosset Central School District	21,661	22,190
421800	Syracuse City School District	13,769	14,128
100501	Taconic Hills Central School District	14,790	16,791
660401	Tarrytown Union Free School District	18,601	18,993
220701	Thousand Islands Central School District	12,862	12,947
580201	Three Village Central School District	18,149	18,646
151501	Ticonderoga Central School District	15,780	16,159
600903	Tioga Central School District	11,480	12,137
142500	Tonawanda City School District	11,565	11,825
211901	Town of Webb Union Free School District	20,932	22,219
591201	Tri-Valley Central School District	21,070	21,869

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
491700	Troy City School District	17,237	17,346
611001	Trumansburg Central School District	12,654	13,146
580913	Tuckahoe Common School District	33,354	33,661
660302	Tuckahoe Union Free School District	22,676	23,628
421902	Tully Central School District	11,291	11,413
160101	Tupper Lake Central School District	13,458	13,700
441903	Tuxedo Union Free School District	16,501	16,975
081003	Unadilla Valley Central School District	13,646	14,463
471601	Unatego Central School District	12,300	12,799
051901	Union Springs Central School District	12,862	13,169
280202	Uniondale Union Free School District	23,045	23,868
031501	Union-Endicott Central School District	12,895	13,137
412300	Utica City School District	11,330	11,883
660805	Valhalla Union Free School District	22,099	22,037
441301	Valley Central School District	13,423	13,787
280213	Valley Stream 13 Union Free School District	17,017	17,344
280224	Valley Stream 24 Union Free School District	21,383	22,627
280230	Valley Stream 30 Union Free School District	19,145	19,798
280251	Valley Stream Central High School District	15,994	16,576
412000	Vernon-Verona-Sherrill Central School District	11,670	12,131
031601	Vestal Central School District	13,813	14,194
431701	Victor Central School District	12,104	12,403
011003	Voorheesville Central School District	14,424	14,509
580302	Wainscott Common School District	22,136	0
621801	Wallkill Central School District	13,070	13,334
121901	Walton Central School District	11,866	12,128
280223	Wantagh Union Free School District	15,083	15,279
132101	Wappingers Central School District	13,158	13,591
631201	Warrensburg Central School District	16,228	16,695
671501	Warsaw Central School District	13,598	14,491
442101	Warwick Valley Central School District	13,597	13,908
440102	Washingtonville Central School District	14,755	15,848
522101	Waterford-Halfmoon Union Free School District	16,947	18,969
561006	Waterloo Central School District	12,382	13,189
222000	Watertown City School District	10,913	10,914
411902	Waterville Central School District	12,549	13,217
011200	Watervliet City School District	10,996	11,508
550301	Watkins Glen Central School District	12,137	12,578
600101	Waverly Central School District	10,937	11,454
573002	Wayland-Cohocton Central School District	12,129	12,382
650801	Wayne Central School District	11,390	11,428
261901	Webster Central School District	13,021	13,401
131101	Webutuck Central School District	15,895	16,337
050301	Weedsport Central School District	13,608	13,226
200901	Wells Central School District	23,489	23,806
022601	Wellsville Central School District	13,875	14,423

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
580102	West Babylon Union Free School District	17,135	17,570
210302	West Canada Valley Central School District	13,619	13,916
420101	West Genesee Central School District	12,154	12,652
280227	West Hempstead Union Free School District	17,555	18,215
260803	West Irondequoit Central School District	12,525	13,017
580509	West Islip Union Free School District	15,574	16,035
142801	West Seneca Central School District	11,833	12,157
040204	West Valley Central School District	15,036	15,168
280401	Westbury Union Free School District	21,737	22,378
062901	Westfield Academy and Central School District	13,207	13,050
580902	Westhampton Beach Union Free School District	19,785	20,058
420701	Westhill Central School District	12,369	12,980
412801	Westmoreland Central School District	11,794	12,137
262001	Wheatland-Chili Central School District	17,964	18,604
170301	Wheelerville Union Free School District	17,539	17,400
662200	White Plains City School District	21,439	22,183
641701	Whitehall Central School District	13,828	14,031
412902	Whitesboro Central School District	12,061	12,500
022101	Whitesville Central School District	10,887	11,569
031401	Whitney Point Central School District	14,046	15,007
580232	William Floyd Union Free School District	15,970	16,396
651402	Williamson Central School District	14,085	14,433
140203	Williamsville Central School District	12,495	12,701
151701	Willsboro Central School District	17,446	17,666
401501	Wilson Central School District	12,224	12,487
191401	Windham-Ashland-Jewett Central School District	20,584	21,016
031701	Windsor Central School District	12,664	13,211
472506	Worcester Central School District	13,923	13,958
580109	Wyandanch Union Free School District	19,101	19,368
490804	Wynantskill Union Free School District	14,321	14,616
671002	Wyoming Central School District	17,831	20,994
662300	Yonkers City School District	17,068	17,635
241701	York Central School District	15,187	16,862
662402	Yorktown Central School District	17,678	18,023



**2023 New School Proposal
Budget(s) & Cash Flow(s) Template**

Finger Lakes Classical Academy Charter School

Contact Name:	Maureen Kinney Agnotti
Contact Title:	Founder
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]
First Academic Year:	2025-26
Pre-Opening Period:	July 1, 2024 - June 30, 2025

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL
2025-26 through 2029-30

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2025-26	2026-27	2027-28	2028-29	2029-30	AGE RANGE
Kindergarten	Elementary School	18	20	20	22	22	4-5
1st Grade	Elementary School	16	18	18	20	20	5-6
2nd Grade	Elementary School	16	18	18	20	20	6-7
3rd Grade	Elementary School	14	16	18	18	20	7-8
4th Grade	Elementary School	14	16	18	18	20	8-9
5th Grade	Elementary School		16	18	18	18	9-10
6th Grade	Middle School			16	18	18	10-11
7th Grade	Middle School				16	18	11-12
8th Grade	Middle School					16	12-13
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		78	104	126	150	172	

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2025-26	2026-27	2027-28	2028-29	2029-30
Kindergarten	Elementary School	1	1	1	1	1
1st Grade	Elementary School	1	1	1	1	1
2nd Grade	Elementary School	1	1	1	1	1
3rd Grade	Elementary School	1	1	1	1	1
4th Grade	Elementary School	1	1	1	1	1
5th Grade	Elementary School		1	1	1	1
6th Grade	Middle School			1	1	1
7th Grade	Middle School				1	1
8th Grade	Middle School					1
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		5	6	7	8	9

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2025-26	2026-27	2027-28	2028-29	2029-30
Kindergarten	Elementary School	18	20	20	22	22
1st Grade	Elementary School	16	18	18	20	20
2nd Grade	Elementary School	16	18	18	20	20
3rd Grade	Elementary School	14	16	18	18	20
4th Grade	Elementary School	14	16	18	18	20
5th Grade	Elementary School	0	16	18	18	18
6th Grade	Middle School	0	0	16	18	18
7th Grade	Middle School	0	0	0	16	18
8th Grade	Middle School	0	0	0	0	16
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION						
Total Elementary Enrollment		78	104	110	116	120
Total Middle School Enrollment		-	-	16	34	52
Total High School Enrollment		-	-	-	-	-
Total Ungraded Enrollment		-	-	-	-	-
Total Enrollment		78	104	126	150	172
Change in Net Enrollment from Prior Year (Count)		78	26	22	24	22
Change in Net Enrollment from Prior Year (Percent)		100.0%	33.3%	21.2%	19.0%	14.7%
Anticipated rate of attrition (Percent)		0.0%	5.0%	5.0%	5.0%	5.0%

ADDITIONAL NOTES/COMMENTS						

ESTIMATED ENROLLMENT BY DISTRICT						
ANNUAL ENROLLMENT BY DISTRICT TOTALS		78	104	126	150	172
Enrollment by Grade vs Enrollment by District (should = 0)		-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: --> **13**

PRIMARY SENDING SCHOOL DISTRICT	Auburn Enlarged City School District	2025-26	2026-27	2027-28	2028-29	2029-30
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		104,404,172	\$ 104,404,172	\$ 104,404,172	\$ 104,404,172	\$ 104,404,172
ENROLLMENT (Charter School)		22	32	40	48	56
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	School District's Budget Newsletter: chrome-extension://efaidnbmninnibpcjpcglclefindmkaj/https://www.aecsd.education/tfiles/folder1450/Budget%20Expenditures%20%20%26%20Budget%20Statement.pdf					

SECONDARY SENDING SCHOOL DISTRICT	Port Byron Central School District	2025-26	2026-27	2027-28	2028-29	2029-30
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ 24,867,816	\$ 24,867,816	\$ 24,867,816	\$ 24,867,816	\$ 24,867,816
ENROLLMENT (<i>Charter School</i>)		16	18	22	28	34
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	School District's Budget Newsletter: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.pbcschools.org/site/handlers/filedownload.ashx?moduleinstanceid=417&dataid=1600&FileName=PortByron_Budget_Newsletter_2024-25-9.pdf					

PRIMARY/OTHER	DISTRICT NAME(S)	2025-26	2026-27	2027-28	2028-29	2029-30
Other District 3	Clyde-Savannah Central School District	8	10	12	14	16
Other District 4	Jordan-Elbridge Central School District	5	8	10	12	14
Other District 5	Seneca Falls Central School District	5	6	8	10	10
Other District 6	Cato-Meridian Central School District	4	6	8	10	10
Other District 7	Weedsport Central School District	4	6	8	8	8
Other District 8	Southern Cayuga Central School District	3	4	4	5	6
Other District 9	Union Springs Central School District	3	4	4	5	6
Other District 10	Moravia Central School District	3	4	4	4	5
Other District 11	Skaneateles Central School District	2	3	3	3	3
Other District 12	Marcellus Central School District	2	2	2	2	2
Other District 13	West Genesee Central School District	1	1	1	1	2

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
	Grades	K-4	K-5	K-6	K-7	K-8
	Enrollment	78	104	126	150	172

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	1.0	1.0	1.0	1.0	1.0
Deans, Directors & Coordinators	1.0	1.0	1.0	1.0	1.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	1.0	1.0	1.0	1.0	1.0
TOTAL ADMINISTRATIVE STAFF	5.0	5.0	5.0	5.0	5.0

Description of Assumptions
School Leader
Curriculum Leader
Special Education and Achievement Coordinator (SEAC)
Business Manager / Grant Writer
Administrative Assistant, Office / Enrollment 0.5 FTE Year 1-2, 1 FTE after

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	5.0	6.0	7.0	8.0	9.0
Teachers - SPED	0.5	0.5	1.0	1.0	1.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	1.0	1.0	2.0	2.0	2.0
Specialty Teachers	1.5	1.5	3.0	3.0	3.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	8.0	9.0	13.0	14.0	15.0

Classroom Teachers (1 per grade)
0.5 FTE Yr 1-2, 1 FTE Yr 3, 4 & 5
contracted as needed
1 FTE Yr 1-2, 2 FTE Yr 3, 4 & 5
0.5 FTE each for Art & Music, PE, Language first 2 years , FTE after
contracted as needed

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.5	0.5	0.5	0.5	0.5
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	1.0	1.0	1.0	1.0	1.0
Security	0.0	0.0	0.0	0.0	0.0
Other	1.0	1.0	1.0	2.0	2.0
TOTAL NON-INSTRUCTIONAL	2.5	2.5	2.5	3.5	3.5

Nurse four hrs/day during school days
Custodian / Maintenance
Food Service (Hourly)

TOTAL PERSONNEL SERVICE FTE	15.5	16.5	20.5	22.5	23.5
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STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
	Grades	K-4	K-5	K-6	K-7	K-8
	Enrollment	78.00	104.00	126.00	150.00	172.00

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL

ADMINISTRATIVE PERSONNEL WAGES	Salary/Incr %	0.00%	2.00%	2.00%	2.00%	2.00%
Executive Management	\$ 90,000	\$ 90,000	\$ 91,800	\$ 93,636	\$ 95,509	\$ 97,419
Instructional Management	\$ 60,000	\$ 60,000	\$ 61,200	\$ 62,424	\$ 63,672	\$ 64,946
Deans, Directors & Coordinators	\$ 65,000	\$ 65,000	\$ 66,300	\$ 67,626	\$ 68,979	\$ 70,358
CFO / Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operation / Business Manager	\$ 75,000	\$ 75,000	\$ 76,500	\$ 78,030	\$ 79,591	\$ 81,182
Administrative Staff	\$ 40,000	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
TOTAL ADMINISTRATIVE STAFF		\$ 330,000	\$ 336,600	\$ 343,332	\$ 350,199	\$ 357,203

School Leader
Curriculum Leader
Special Education and Achievement Coordinator (SEAC)
Business Manager / Grant Writer
Administrative Assistant, Office / Enrollment 0.5 FTE Year 1-2, 1 FTE after

INSTRUCTIONAL PERSONNEL WAGES

Teachers - Regular	\$ 50,000	\$ 250,000	\$ 305,000	\$ 361,100	\$ 418,322	\$ 476,688
Teachers - SPED	\$ 60,000	\$ 30,000	\$ 30,600	\$ 61,212	\$ 62,436	\$ 63,685
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ 33,280	\$ 33,280	\$ 33,946	\$ 67,905	\$ 69,263	\$ 70,648
Specialty Teachers	\$ 48,000	\$ 72,000	\$ 73,440	\$ 146,909	\$ 149,847	\$ 152,844
Aides	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Therapists & Counselors	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL INSTRUCTIONAL		\$ 385,280	\$ 442,986	\$ 637,125	\$ 699,868	\$ 763,865

Classroom Teachers (1 per grade)
0.5 FTE Yr 1-2, 1 FTE Yr 3, 4 & 5
contracted as needed
1 FTE Yr 1-2, 2 FTE Yr 3, 4 & 5
0.5 FTE each for Art & Music, PE, Language first 2 years , FTE after
contracted as needed

NON-INSTRUCTIONAL PERSONNEL WAGES

Nurse	\$ 43,680	\$ 21,840	\$ 22,277	\$ 22,722	\$ 23,177	\$ 23,640
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ 35,360	\$ 35,360	\$ 36,067	\$ 36,789	\$ 37,524	\$ 38,275
Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 21,840	\$ 21,840	\$ 22,277	\$ 22,722	\$ 45,017	\$ 45,917
TOTAL NON-INSTRUCTIONAL		\$ 79,040	\$ 80,621	\$ 82,233	\$ 105,718	\$ 107,832

Nurse four hrs/day during school days (\$30/hr for 4 hrs for 180 days)
Custodian / Maintenance (\$17/hr year round)
Food Service (Hourly) (\$15/hr for 8 hrs for 182 days)

TOTAL PERSONNEL SERVICE WAGES		\$ 794,320	\$ 860,206	\$ 1,062,691	\$ 1,155,784	\$ 1,228,900
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FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD July 1, 2024 - June 30, 2025		
*NOTE: Please enter financial data on "6) Pre-OP Cash Flow 1-Year." The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.		
DESCRIPTION OF ASSUMPTIONS		
Total Revenue	355,000	
Total Expenses	354,993	
Net Income	7	
		START-UP PERIOD
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
TOTAL REVENUE FROM STATE SOURCES	-	
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation	355,000	Anticipate \$ 1 M CSP Grant, will use \$355 K in Pre-Open, \$325
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	355,000	
LOCAL and OTHER REVENUE		
Contributions and Donations	-	
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	
TOTAL REVENUE	355,000	
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
	FTE No. of Positions	
Executive Management	1.00	40,500 Starting in October, 60% of Salary until Yr 1
Instructional Management	1.00	15,000 Starting in April
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	1.00	33,750 Starting in October, 60% of Salary until Yr 1
Administrative Staff	1.00	19,998 Starting in January
TOTAL ADMINISTRATIVE STAFF	4.00	109,248
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	1.00	8,841
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	1.00	8,841
SUBTOTAL PERSONNEL SERVICE COSTS	5.00	118,089
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		11,451
Fringe / Employee Benefits		-
Retirement / Pension		-
TOTAL PAYROLL TAXES AND BENEFITS		11,451
TOTAL PERSONNEL SERVICE COSTS	5.00	129,540
CONTRACTED SERVICES		
Accounting / Audit		500
Legal		2,500
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		1,245
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		-
TOTAL CONTRACTED SERVICES		4,245
SCHOOL OPERATIONS		
Board Expenses		-
Classroom / Teaching Supplies & Materials		-
Special Ed Supplies & Materials		-
Textbooks / Workbooks		15,000
Supplies & Materials other		15,000
Equipment / Furniture		45,000
Telephone		3,000
Technology		33,000
Student Testing & Assessment		-
Field Trips		-
Transportation (student)		-
Student Services - other		-
Office Expense		8,000
Staff Development		1,000

FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD July 1, 2024 - June 30, 2025		
*NOTE: Please enter financial data on "6) Pre-OP Cash Flow 1-Year." The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.		
DESCRIPTION OF ASSUMPTIONS		
Total Revenue	355,000	
Total Expenses	354,993	
Net Income	7	
	START-UP PERIOD	
Staff Recruitment	5,500	
Student Recruitment / Marketing	12,500	
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	3,000	
TOTAL SCHOOL OPERATIONS	141,000	
FACILITY OPERATION & MAINTENANCE		
Insurance	975	
Janitorial	1,680	
Building and Land Rent / Lease / Facility Finance Interest	66,153	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	7,500	
Utilities	3,900	
TOTAL FACILITY OPERATION & MAINTENANCE	80,208	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	
TOTAL EXPENSES	354,993	
NET INCOME	7	

PRE-OPENING CASH FLOW 1-YEAR		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue		-	-	-	150,000	-	-	150,000	-	-	55,000	-	-	355,000
Total Expenses		-	-	-	31,162	9,687	10,187	71,411	20,096	20,496	64,018	82,468	45,468	354,993
Net Income		-	-	-	118,838	(9,687)	(10,187)	78,589	(20,096)	(20,496)	(9,018)	(82,468)	(45,468)	7
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	118,838	109,151	98,964	177,553	157,457	136,961	127,943	45,475	-
Net Income		-	-	-	118,838	109,151	98,964	177,553	157,457	136,961	127,943	45,475	7	7
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE														
REVENUES FROM STATE SOURCES														
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING														
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	-	150,000	-	-	150,000	-	-	55,000	-	-	355,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	150,000	-	-	150,000	-	-	55,000	-	-	355,000
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE		-	-	-	150,000	-	-	150,000	-	-	55,000	-	-	355,000
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS														
		FTE No. of Positions												
Executive Management		1.00	-	-	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	40,500
Instructional Management		1.00	-	-	-	-	-	-	-	-	5,000	5,000	5,000	15,000
Deans, Directors & Coordinators		-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance		-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager		1.00	-	-	-	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	33,750
Administrative Staff		1.00	-	-	-	-	-	3,333	3,333	3,333	3,333	3,333	3,333	19,998
TOTAL ADMINISTRATIVE STAFF		4.00	-	-	-	8,250	8,250	8,250	11,583	11,583	16,583	16,583	16,583	109,248
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular		-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED		-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers		-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants		-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers		-	-	-	-	-	-	-	-	-	-	-	-	-
Aides		-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue		-	-	-	150,000	-	-	150,000	-	-	55,000	-	-	355,000
Total Expenses		-	-	-	31,162	9,687	10,187	71,411	20,096	20,496	64,018	82,468	45,468	354,993
Net Income		-	-	-	118,838	(9,687)	(10,187)	78,589	(20,096)	(20,496)	(9,018)	(82,468)	(45,468)	7
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	118,838	109,151	98,964	177,553	157,457	136,961	127,943	45,475	-
Net Income		-	-	-	118,838	109,151	98,964	177,553	157,457	136,961	127,943	45,475	7	7
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	1.00	-	-	-	-	-	-	-	-	-	2,947	2,947	2,947	8,841
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	-	-	-	-	-	-	-	-	-	2,947	2,947	2,947	8,841
SUBTOTAL PERSONNEL SERVICE COSTS	5.00	-	-	-	8,250	8,250	8,250	11,583	11,583	11,583	19,530	19,530	19,530	118,089
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	-	-	-	804	804	804	1,128	1,128	1,128	1,885	1,885	1,885	1,885	11,451
Fringe / Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	804	804	804	1,128	1,128	1,128	1,885	1,885	1,885	1,885	11,451
TOTAL PERSONNEL SERVICE COSTS	5.00	-	-	-	9,054	9,054	9,054	12,711	12,711	12,711	21,415	21,415	21,415	129,540
CONTRACTED SERVICES														
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	500	500
Legal	-	-	-	-	-	-	-	-	-	-	500	1,000	1,000	2,500
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	133	133	133	137	137	137	145	145	145	145	1,245
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	133	133	133	137	137	137	645	1,145	1,645	1,645	4,245
SCHOOL OPERATIONS														
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	10,000	5,000	15,000	15,000
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	10,000	5,000	15,000	15,000
Equipment / Furniture	-	-	-	5,000	-	-	-	-	-	25,000	10,000	5,000	45,000	45,000
Telephone	-	-	-	-	-	-	3,000	-	-	-	-	-	3,000	3,000
Technology	-	-	-	15,000	-	-	3,000	-	-	5,000	10,000	-	33,000	33,000
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	1,000	500	500	1,000	750	750	1,500	1,000	1,000	8,000	8,000

PRE-OPENING CASH FLOW 1-YEAR	FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL												
*NOTE: <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue	-	-	-	150,000	-	-	150,000	-	-	55,000	-	-	355,000
Total Expenses	-	-	-	31,162	9,687	10,187	71,411	20,096	20,496	64,018	82,468	45,468	354,993
Net Income	-	-	-	118,838	(9,687)	(10,187)	78,589	(20,096)	(20,496)	(9,018)	(82,468)	(45,468)	7
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	118,838	109,151	98,964	177,553	157,457	136,961	127,943	45,475	-
Net Income	-	-	-	118,838	109,151	98,964	177,553	157,457	136,961	127,943	45,475	7	7
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Staff Development	-	-	-	-	-	-	-	-	-	-	1,000	-	1,000
Staff Recruitment	-	-	-	-	-	500	-	500	-	1,500	2,500	500	5,500
Student Recruitment / Marketing	-	-	-	-	-	-	-	1,500	2,500	3,500	3,500	1,500	12,500
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	1,500	750	750	3,000
TOTAL SCHOOL OPERATIONS	-	-	-	21,000	500	1,000	7,000	2,750	3,250	38,000	48,750	18,750	141,000
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	975	-	-	-	-	-	-	-	-	975
Janitorial	-	-	-	-	-	-	1,200	240	240	-	-	-	1,680
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	49,613	3,308	3,308	3,308	3,308	3,308	66,153
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	7,500	-	7,500
Utilities	-	-	-	-	-	-	750	950	850	650	350	350	3,900
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	975	-	-	51,563	4,498	4,398	3,958	11,158	3,658	80,208
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	31,162	9,687	10,187	71,411	20,096	20,496	64,018	82,468	45,468	354,993
NET INCOME	-	-	-	118,838	(9,687)	(10,187)	78,589	(20,096)	(20,496)	(9,018)	(82,468)	(45,468)	7
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	-	-	-	118,838	(9,687)	(10,187)	78,589	(20,096)	(20,496)	(9,018)	(82,468)	(45,468)	7
Beginning Cash Balance	-	-	-	-	118,838	109,151	98,964	177,553	157,457	136,961	127,943	45,475	-

PRE-OPENING CASH FLOW 1-YEAR		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue	-	-	-	150,000	-	-	150,000	-	-	55,000	-	-	-	355,000
Total Expenses	-	-	-	31,162	9,687	10,187	71,411	20,096	20,496	64,018	82,468	45,468	354,993	
Net Income	-	-	-	118,838	(9,687)	(10,187)	78,589	(20,096)	(20,496)	(9,018)	(82,468)	(45,468)	7	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	-	-	-	-	118,838	109,151	98,964	177,553	157,457	136,961	127,943	45,475	-	
Net Income	-	-	-	118,838	109,151	98,964	177,553	157,457	136,961	127,943	45,475	7	7	
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
ENDING CASH BALANCE	-	-	-	118,838	109,151	98,964	177,553	157,457	136,961	127,943	45,475	7	7	

YEAR 1 BUDGET AND ASSUMPTION			FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS	
			PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.	
			JULY 1, 2025 - JUNE 30, 2026							
Total Revenue			1,388,625	72,000	17,717	-	-	1,478,342		
Total Expenses			699,054	135,754	133,705	-	413,185	1,381,698		
Net Income			689,571	(63,754)	(115,988)	-	(413,185)	96,644		
Budgeted Student Enrollment			78	-				78		
			PROGRAM SERVICES			SUPPORT SERVICES				
			REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
REVENUE										
REVENUES FROM STATE SOURCES										
Per Pupil Revenue			Basic Tuition (2023-24)							
PRIMARY School District:			Auburn Enlarged City School District	12,014	267,480			267,480		
Other District 1:			Port Byron Central School District	12,392	200,651			200,651		
Other District 2:			Clyde-Savannah Central School District	17,096	138,409			138,409		
Other District 3:			Jordan-Elbridge Central School District	14,484	73,289			73,289		
Other District 4:			Seneca Falls Central School District	12,802	64,778			64,778		
Other District 5:			Cato-Meridian Central School District	12,490	50,560			50,560		
Other District 6:			Weedsport Central School District	13,226	53,539			53,539		
Other District 7:			Southern Cayuga Central School District	15,112	45,880			45,880		
Other District 8:			Union Springs Central School District	13,169	39,981			39,981		
Other District 9:			Moravia Central School District	12,255	37,206			37,206		
Other District 10:			Skaneateles Central School District	13,635	27,597			27,597		
Other District 11:			Marcellus Central School District	12,176	24,644			24,644		
Other District 12:			West Genesee Central School District	12,652	12,804			12,804		
Other District 13:				-	-			-		
Other District 14:				-	-			-		
Other School Districts' Revenue:			(Weighted Avg.)	-	-			-		
TOTAL Per Pupil Revenue			(Weighted Avg.)	13,135	1,036,818			1,036,818		
Special Education Revenue					64,000			64,000	Using 10 % - 8 students at \$8,000/per student 20-60% special ed time, the districts have	
NYC DoE Rental Assistance				-	-	-	-	-		
Grants										
Stimulus				-	-	-	-	-		
DYCD (Department of Youth and Community Development)				-	-	-	-	-		
Other				-	-	-	-	-		
Other				-	-	-	-	-		
TOTAL REVENUE FROM STATE SOURCES				1,036,818	64,000	-	-	-	1,100,818	
REVENUE FROM FEDERAL FUNDING										
IDEA Special Needs				-	8,000	-		8,000	\$1000 per Student - 10% Spec Ed w/ greater than 60% Spec Ed time	
Title I				-	-	-		-	Using 40% FRPL - at \$500/student, total 13 districts avg 38%, top 4 districts we are servicing avg 51%, top 10 districts is 48%, our target market is Economically Disadvantaged	
Title Funding - Other				7,020	-	-		7,020	Title IIA - Professional Development - \$50/student Title IVA \$ 40/student	
School Food Service (Free Lunch)				-	-	17,717		17,717	Lunch at rate of \$3.12 per FRPL Students for 182 days	
Grants										
Charter School Program (CSP) Planning & Implementation				325,000	-	-	-	325,000	Anticipate \$ 1 M CSP Grant, will use \$355 K in Pre-Open, \$32	
Other				-	-	-	-	-		
Other				-	-	-	-	-		
TOTAL REVENUE FROM FEDERAL SOURCES				332,020	8,000	17,717	-	-	357,737	
LOCAL and OTHER REVENUE										
Contributions and Donations				-	-	-	-	-		
Fundraising				-	-	-	-	-		
Erate Reimbursement				11,700	-	-	-	11,700	\$ 150 per new student	
Earnings on Investments				-	-	-	-	-		
Interest Income				-	-	-	-	-		
Food Service (Income from meals)				-	-	-	-	-		
Text Book				8,087	-	-	-	8,087	Support from Home districts for Textbooks (\$58.25/student)	
OTHER				-	-	-	-	-		
TOTAL REVENUE FROM LOCAL AND OTHER SOURCES				19,787	-	-	-	19,787		
TOTAL REVENUE				1,388,625	72,000	17,717	-	-	1,478,342	
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS			FTE No. of Positions							
Executive Management			1.00	-	-	-	-	90,000	90,000	School Leader
Instructional Management			1.00	60,000	-	-	-	-	60,000	Curriculum Leader
Deans, Directors & Coordinators			1.00	-	65,000	-	-	-	65,000	Special Education and Achievement Coordinator (SEAC)
CFO / Director of Finance			-	-	-	-	-	-	-	
Operation / Business Manager			1.00	-	-	-	-	75,000	75,000	Business Manager / Grant Writer
Administrative Staff			1.00	-	-	-	-	40,000	40,000	Administrative Assistant, Office / Enrollment 0.5 FTE Year 1-2, 1 FTE after
TOTAL ADMINISTRATIVE STAFF			5.00	60,000	65,000	-	-	205,000	330,000	
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular			5.00	250,000	-	-	-	-	250,000	Classroom Teachers (1 per grade)
Teachers - SPED			0.50	-	30,000	-	-	-	30,000	0.5 FTE Yr 1-2, 1 FTE Yr 3, 4 & 5
Substitute Teachers			-	-	-	-	-	-	-	contracted as needed (see below)
Teaching Assistants			1.00	33,280	-	-	-	-	33,280	1 FTE Yr 1-2, 2 FTE Yr 3, 4 & 5
Specialty Teachers			1.50	72,000	-	-	-	-	72,000	0.5 FTE each for Art & Music, PE, Language first 2 years , FTE after
Aides			-	-	-	-	-	-	-	
Therapists & Counselors			-	-	-	-	-	-	-	contracted as needed (see below)

YEAR 1 BUDGET AND ASSUMPTION		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS	
		PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE							
		JULY 1, 2025 - JUNE 30, 2026						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.	
Total Revenue		1,388,625	72,000	17,717	-	-	1,478,342		
Total Expenses		699,054	135,754	133,705	-	413,185	1,381,698		
Net Income		689,571	(63,754)	(115,988)	-	(413,185)	96,644		
Budgeted Student Enrollment		78	-	-	-	-	78		
		PROGRAM SERVICES			SUPPORT SERVICES				
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
Other	-	-	-	-	-	-	-		
TOTAL INSTRUCTIONAL	8.00	355,280	30,000	-	-	-	385,280		
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	0.50	-	-	21,840	-	-	21,840	Nurse four hrs/day during school days (\$30/hr for 4 hrs for 182 days)	
Librarian	-	-	-	-	-	-	-		
Custodian	1.00	-	-	35,360	-	-	35,360	Custodian / Maintenance (\$17/hr year round)	
Security	-	-	-	-	-	-	-		
Other	1.00	-	-	21,840	-	-	21,840	Food Service (Hourly) (\$15/hr for 8 hrs for 182 days)	
TOTAL NON-INSTRUCTIONAL	2.50	-	-	79,040	-	-	79,040		
SUBTOTAL PERSONNEL SERVICE COSTS	15.50	415,280.00	95,000	79,040	-	205,000	794,320		
PAYROLL TAXES AND BENEFITS									
Payroll Taxes		39,702	9,058	8,097	-	21,393	78,250	7.65% Fica/Medicare + FUTA (35/mo/employee) + WC(\$1/100) plus \$ 250 fee (put under Mgmt)	
Fringe / Employee Benefits		68,656	13,000	11,440	-	41,000	134,096	20% Salary FTE (only) Health, Dental, Life, Disability	
Retirement / Pension		-	-	-	-	-	-		
TOTAL PAYROLL TAXES AND BENEFITS		108,358	22,058	19,537	-	62,393	212,346		
TOTAL PERSONNEL SERVICE COSTS	15.50	523,638	117,058	98,577	-	267,393	1,006,666		
CONTRACTED SERVICES									
Accounting / Audit		-	-	-	-	15,000	15,000	Yearly Audit, training of Charter Staff on bookkeeping	
Legal		-	-	-	-	12,000	12,000	Retainer (\$1K / mo)	
Management Company Fee		-	-	-	-	-	-		
Nurse Services		-	-	-	-	-	-		
Food Service / School Lunch		-	-	-	-	-	-		
Payroll Services		480	96	128	-	1,692	2,396	Paylocity Quote \$4/mo/emp + 125 base/mo	
Special Ed Services		-	5,000	-	-	-	5,000	Anticipated Assistance	
Titlment Services (i.e. Title I)		-	-	-	-	5,000	5,000	Assistance with Grants	
Other Purchased / Professional / Consulting		8,190	-	5,000	-	-	13,190	\$90 per diem substitute for 91 days (10% requirement - 5 classes 182 schedule), Plus budget \$5 K/yr for Therapist/Counselors	
TOTAL CONTRACTED SERVICES		8,670	5,096	5,128	-	33,692	52,586		
SCHOOL OPERATIONS									
Board Expenses		-	-	-	-	-	-		
Classroom / Teaching Supplies & Materials		29,250	-	-	-	-	29,250	\$375 / student first year, \$275/student Yr 2-5	
Special Ed Supplies & Materials		-	5,000	-	-	-	5,000		
Textbooks / Workbooks		21,450	3,500	-	-	-	24,950	\$275 / student, higher for special ed	
Supplies & Materials other		15,600	2,100	-	-	-	17,700	\$200 / student, higher for special ed	
Equipment / Furniture		15,000	-	-	-	-	15,000	Furnishing accounted for in Pre-Open, Art, Music, PE, AV Equipment included here	
Telephone		-	-	-	-	6,000	6,000	listed under Mgmt, but for all aspects, Phone, Internet systems based on other school budgets	
Technology		20,000	-	-	-	-	20,000	\$33 K budgeted in Pre-Open, slowly expand tech for higher grades each year	
Student Testing & Assessment		4,746	1,000	-	-	-	5,746	based on Aimsweb All Inclusive Pricing, Special Ed package higher, and Acadience Reading Assessment (flat 129 plus 1.5/student)	
Field Trips		7,800	-	-	-	-	7,800	Baesd on 4 Field Trips / year @ \$25/student	
Transportation (student)		-	-	-	-	-	-		
Student Services - other		11,700	-	-	-	-	11,700	Uniforms - \$150/student	
Office Expense		-	-	-	-	8,000	8,000	Printing, Postage, Toner, Copier Lease	
Staff Development		5,500	1,000	-	-	1,000	7,500	\$1K per Teacher, \$500 TA, \$1K Mgmt	
Staff Recruitment		-	-	-	-	8,000	8,000	5% Agency Fee plus online advertising	
Student Recruitment / Marketing		-	-	-	-	19,000	19,000	large advertising budget to ensure enrollment numbers	
School Meals / Lunch		-	-	30,000	-	-	30,000	Estimated Cost of Providing Meals (including non-FRPL non-payment losses)	
Travel (Staff)		5,500	1,000	-	-	1,500	8,000	To support staff education only	
Fundraising		-	-	-	-	-	-		
Other		-	-	-	-	-	-		
TOTAL SCHOOL OPERATIONS		136,546	13,600	30,000	-	43,500	223,646		
FACILITY OPERATION & MAINTENANCE									
Insurance		-	-	-	-	40,000	40,000	Based on similar school budgets	
Janitorial		-	-	-	-	3,600	3,600	Supplies \$300/mo	
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	Prepaid in Pre-open to obtain lower rate	
Repairs & Maintenance		10,000	-	-	-	-	10,000	Will adjust pending site	
Equipment / Furniture		12,000	-	-	-	-	12,000	Most purchased in Pre-Open \$1K/mo replacement	
Security		-	-	-	-	-	-		
		8,200	-	-	-	-	8,200	\$400/mo (not including phone / internet), cash flow shows heat expenses higher in winter - total average \$650/mo	
Utilities		-	-	-	-	-	-		
TOTAL FACILITY OPERATION & MAINTENANCE		30,200	-	-	-	43,600	73,800		
DEPRECIATION & AMORTIZATION									
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	25,000	25,000		

YEAR 1 BUDGET AND ASSUMPTION	FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS																							
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.																							
	JULY 1, 2025 - JUNE 30, 2026																													
Total Revenue	1,388,625	72,000	17,717	-	-	1,478,342																								
Total Expenses	699,054	135,754	133,705	-	413,185	1,381,698																								
Net Income	689,571	(63,754)	(115,988)	-	(413,185)	96,644																								
Budgeted Student Enrollment	78	-				78																								
<table><thead><tr><th colspan="3">PROGRAM SERVICES</th><th colspan="3">SUPPORT SERVICES</th></tr><tr><th>REGULAR EDUCATION</th><th>SPECIAL EDUCATION</th><th>OTHER</th><th>FUNDRAISING</th><th>MANAGEMENT & GENERAL</th><th>TOTAL</th></tr></thead><tbody><tr><td>699,054</td><td>135,754</td><td>133,705</td><td>-</td><td>413,185</td><td>1,381,698</td></tr><tr><td>689,571</td><td>(63,754)</td><td>(115,988)</td><td>-</td><td>(413,185)</td><td>96,644</td></tr></tbody></table>							PROGRAM SERVICES			SUPPORT SERVICES			REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	699,054	135,754	133,705	-	413,185	1,381,698	689,571	(63,754)	(115,988)	-	(413,185)	96,644
PROGRAM SERVICES			SUPPORT SERVICES																											
REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL																									
699,054	135,754	133,705	-	413,185	1,381,698																									
689,571	(63,754)	(115,988)	-	(413,185)	96,644																									
TOTAL EXPENSES	699,054	135,754	133,705	-	413,185	1,381,698																								
NET INCOME	689,571	(63,754)	(115,988)	-	(413,185)	96,644																								
ENROLLMENT - *School Districts Are Linked To Above Entries*																														
PRIMARY School District:	Auburn Enlarged City School District	22				22																								
Other District 1:	Port Byron Central School District	16				16																								
Other District 2:	Clyde-Savannah Central School District	8				8																								
Other District 3:	Jordan-Elbridge Central School District	5				5																								
Other District 4:	Seneca Falls Central School District	5				5																								
Other District 5:	Cato-Meridian Central School District	4				4																								
Other District 6:	Weedsport Central School District	4				4																								
Other District 7:	Southern Cayuga Central School District	3				3																								
Other District 8:	Union Springs Central School District	3				3																								
Other District 9:	Moravia Central School District	3				3																								
Other District 10:	Skaneateles Central School District	2				2																								
Other District 11:	Marcellus Central School District	2				2																								
Other District 12:	West Genesee Central School District	1				1																								
Other District 13:		-				-																								
Other District 14:		-				-																								
All Other School Districts		-				-																								
TOTAL ENROLLMENT		78				78																								
REVENUE PER PUPIL	17,803					18,953																								
EXPENSES PER PUPIL	8,962					17,714																								

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)				FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 - JUNE 30, 2026													
Total Revenue	322,803	15,909	204,516	15,909	204,516	15,909	218,967	15,909	213,117	21,759	213,117	15,909	1,478,342				
Total Expenses	131,803	132,467	140,064	105,080	111,122	104,295	114,210	109,558	117,430	104,386	112,712	98,569	1,381,698				
Net Income	191,000	(116,558)	64,452	(89,171)	93,394	(88,386)	104,757	(93,649)	95,687	(82,627)	100,406	(82,660)	96,644				
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-				
Beginning Cash Balance	-	191,000	74,441	138,893	49,722	143,116	54,730	159,487	65,839	161,526	78,899	179,305	-				
Ending Cash Balance	191,000	74,441	138,893	49,722	143,116	54,730	159,487	65,839	161,526	78,899	179,305	96,644	96,644				
				JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
REVENUE																	
* Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."																	
REVENUES FROM STATE SOURCES																	
Per Pupil Revenue			Basic Tuition (2023-24)														
PRIMARY School District:	Auburn Enlarged City School District	12,014	44,579.95	-	44,580	-	44,580	-	44,580	-	44,580	-	44,580	-	267,480		
Other District 1:	Port Byron Central School District	12,392	33,441.88	-	33,442	-	33,442	-	33,442	-	33,442	-	33,442	-	200,651		
Other District 2:	Clyde-Savannah Central School District	17,096	23,068.20	-	23,068	-	23,068	-	23,068	-	23,068	-	23,068	-	138,409		
Other District 3:	Jordan-Elbridge Central School District	14,484	12,214.84	-	12,215	-	12,215	-	12,215	-	12,215	-	12,215	-	73,289		
Other District 4:	Seneca Falls Central School District	12,802	10,796.35	-	10,796	-	10,796	-	10,796	-	10,796	-	10,796	-	64,778		
Other District 5:	Cato-Meridian Central School District	12,490	8,426.59	-	8,427	-	8,427	-	8,427	-	8,427	-	8,427	-	50,560		
Other District 6:	Weedsport Central School District	13,226	8,923.14	-	8,923	-	8,923	-	8,923	-	8,923	-	8,923	-	53,539		
Other District 7:	Southern Cayuga Central School District	15,112	7,646.67	-	7,647	-	7,647	-	7,647	-	7,647	-	7,647	-	45,880		
Other District 8:	Union Springs Central School District	13,169	6,663.51	-	6,664	-	6,664	-	6,664	-	6,664	-	6,664	-	39,981		
Other District 9:	Moravia Central School District	12,255	6,201.03	-	6,201	-	6,201	-	6,201	-	6,201	-	6,201	-	37,206		
Other District 10:	Skaneateles Central School District	13,635	4,599.54	-	4,600	-	4,600	-	4,600	-	4,600	-	4,600	-	27,597		
Other District 11:	Marcellus Central School District	12,176	4,107.37	-	4,107	-	4,107	-	4,107	-	4,107	-	4,107	-	24,644		
Other District 12:	West Genesee Central School District	12,652	2,133.97	-	2,134	-	2,134	-	2,134	-	2,134	-	2,134	-	12,804		
Other District 13:		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other District 14:		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
TOTAL Per Pupil Revenue	(Weighted Avg.)	13,135	172,803	-	172,803	-	172,803	-	172,803	-	172,803	-	172,803	-	1,036,818		
Special Education Revenue		-	-	12,800	-	12,800	-	12,800	-	12,800	-	12,800	-	12,800	-	64,000	
NYC DoE Rental Assistance		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Grants																	
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
DYCD (Department of Youth and Community Developmnt.)		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
TOTAL REVENUE FROM STATE SOURCES																	
			172,803	-	185,603	-	185,603	-	185,603	-	185,603	-	185,603	-	1,100,818		
REVENUE FROM FEDERAL FUNDING																	
IDEA Special Needs			-	-	1,600.00	-	1,600	-	1,600	-	1,600	-	1,600	-	8,000		
Title I			-	-	-	-	-	-	-	-	-	-	-	-	-		
Title Funding - Other			-	-	1,404	-	1,404	-	1,404	-	1,404	-	1,404	-	7,020		
School Food Service (Free Lunch)			-	-	-	-	-	5,905.67	-	5,906	-	5,906	-	5,906	-	17,717	
Grants																	
Charter School Program (CSP) Planning & Implementation			150,000	15,909	15,909	15,909	15,909	15,909	15,909	15,909	15,909	15,909	15,909	15,909	325,000		
Other			-	-	-	-	-	-	-	-	-	-	-	-	-		
Other			-	-	-	-	-	-	-	-	-	-	-	-	-		
TOTAL REVENUE FROM FEDERAL SOURCES																	
			150,000	15,909	18,913	15,909	18,913	15,909	24,819	15,909	24,819	15,909	24,819	15,909	357,737		
LOCAL and OTHER REVENUE																	
Contributions and Donations			-	-	-	-	-	-	-	-	-	-	-	-	-		
Fundraising			-	-	-	-	-	-	-	-	-	-	-	-	-		
Erate Reimbursement			-	-	-	-	-	5,850	-	5,850	-	5,850	-	5,850	-	11,700	
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-	-	-		
Interest Income			-	-	-	-	-	-	-	-	-	-	-	-	-		
Food Service (Income from meals)			-	-	-	-	-	-	-	-	-	-	-	-	-		
Text Book			-	-	-	-	-	2,695.67	-	2,696	-	2,696	-	2,696	-	8,087	
OTHER			-	-	-	-	-	-	-	-	-	-	-	-	-		
TOTAL REVENUE FROM LOCAL AND OTHER SOURCES																	
			-	-	-	-	-	8,546	-	2,696	5,850	2,696	-	19,787			
TOTAL REVENUE																	
			322,803	15,909	204,516	15,909	204,516	15,909	218,967	15,909	213,117	21,759	213,117	15,909	1,478,342		
EXPENSES																	
ADMINISTRATIVE STAFF PERSONNEL COSTS																	
			No. of Positions														
Executive Management			1.00	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000		
Instructional Management			1.00	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000		
Deans, Directors & Coordinators			1.00	5,416.67	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000		
CFO / Director of Finance			-	-	-	-	-	-	-	-	-	-	-	-	-		
Operation / Business Manager			1.00	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	75,000		
Administrative Staff			1.00	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000		
TOTAL ADMINISTRATIVE STAFF																	
			5.00	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	330,000		
INSTRUCTIONAL PERSONNEL COSTS																	
Teachers - Regular			5.00	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	250,000		
Teachers - SPED			0.50	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000		
Substitute Teachers			-	-	-	-	-	-	-	-	-	-	-	-	-		
Teaching Assistants			1.00	2,773	2,773	2,773	2,773	2,773	2,773	2,773	2,773	2,773	2,773	2,773	33,280		
Specialty Teachers			1.50	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	72,000		
Aides			-	-	-	-	-	-	-	-	-	-	-	-	-		
Therapists & Counselors			-	-	-	-	-	-	-	-	-	-	-	-	-		
Other			-	-	-	-	-	-	-	-	-	-	-	-	-		
TOTAL INSTRUCTIONAL																	
			8.00	32,107	32,107	32,107	32,107	32,107	32,107	32,107	32,107	32,107	32,107	32,107	385,280		
NON-INSTRUCTIONAL PERSONNEL COSTS																	
Nurse			0.50	-	-	2,160	2,640	2,040	1,680	2,400	2,160	2,640	1,800	2,520	1,800	21,840	
Librarian			-	-	-	-	-	-	-	-	-	-	-	-	-		
Custodian			1.00	2,946.67	2,947	2,947	2,947	2,947	2,947	2,947	2,947	2,947	2,947	2,947	35,360		
Security			-	-	-	-	-	-	-	-	-	-	-	-	-		

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 - JUNE 30, 2026												
Total Revenue		322,803	15,909	204,516	15,909	204,516	15,909	218,967	15,909	213,117	21,759	213,117	15,909	1,478,342
Total Expenses		131,803	132,467	140,064	105,080	111,122	104,295	114,210	109,558	117,430	104,386	112,712	98,569	1,381,698
Net Income		191,000	(116,558)	64,452	(89,171)	93,394	(88,386)	104,757	(93,649)	95,687	(82,627)	100,406	(82,660)	96,644
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	191,000	74,441	138,893	49,722	143,116	54,730	159,487	65,839	161,526	78,899	179,305	-
Ending Cash Balance		191,000	74,441	138,893	49,722	143,116	54,730	159,487	65,839	161,526	78,899	179,305	96,644	96,644
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Other	1.00	-	-	2,160	2,640	2,040	1,680	2,400	2,160	2,640	1,800	2,520	1,800	21,840
TOTAL NON-INSTRUCTIONAL	2.50	2,947	2,947	7,267	8,227	7,027	6,307	7,747	7,267	8,227	6,547	7,987	6,547	79,040
SUBTOTAL PERSONNEL SERVICE COSTS	15.50	62,553	62,553	66,873	67,833	66,633	65,913	67,353	66,873	67,833	66,153	67,593	66,153	794,320
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		6,366.00	6,115	6,573.00	6,656	6,552	6,490	6,614.00	6,573	6,656	6,510	6,635	6,510	78,250
Fringe / Employee Benefits		10,811	10,811	11,243	11,339	11,218	11,144	11,291	11,243	11,339	11,171	11,315	11,171	134,096
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		17,177	16,926	17,816	17,995	17,770	17,634	17,905	17,816	17,995	17,681	17,950	17,681	212,346
TOTAL PERSONNEL SERVICE COSTS	15.50	79,730	79,479	84,689	85,828	84,403	83,547	85,258	84,689	85,828	83,834	85,543	83,834	1,006,666
CONTRACTED SERVICES														
Accounting / Audit		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Legal		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		193	193	201	201	201	201	201	201	201	201	201	201	2,396
Special Ed Services		-	-	-	-	1,667	-	-	1,667	-	-	1,667	-	5,000
Titlment Services (i.e. Title I)		-	-	-	-	-	-	5,000	-	-	-	-	-	5,000
Other Purchased / Professional / Consulting		-	-	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	13,190
TOTAL CONTRACTED SERVICES		2,443	2,443	3,770	3,770	5,437	3,770	8,770	5,437	3,770	3,770	5,437	3,770	52,586
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	9,750	9,750	1,219	1,219	1,219	1,219	1,219	1,219	1,219	1,219	-	29,250
Special Ed Supplies & Materials		-	1,667	1,667	208	208	208	208	208	208	208	208	-	5,000
Textbooks / Workbooks		-	8,317	8,317	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	-	24,950
Supplies & Materials other		5,900	5,900	5,900	-	-	-	-	-	-	-	-	-	17,700
Equipment / Furniture		5,000	5,000	5,000	-	-	-	-	-	-	-	-	-	15,000
Telephone		1,000	-	1,000	-	1,000	-	1,000	-	1,000	-	1,000	-	6,000
Technology		6,667	6,667	6,667	-	-	-	-	-	-	-	-	-	20,000
Student Testing & Assessment		-	-	-	-	-	2,996	-	-	-	-	2,750	-	5,746
Field Trips		-	-	-	1,950	-	-	1,950	-	1,950	-	1,950	-	7,800
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		4,680	4,680	2,340	-	-	-	-	-	-	-	-	-	11,700
Office Expense		1,600	1,600	400	400	400	400	400	400	1,200	400	400	400	8,000
Staff Development		-	-	-	-	3,250	-	1,000	-	3,250	-	-	-	7,500
Staff Recruitment		-	-	-	-	-	-	-	3,200	1,600	1,600	1,600	-	8,000
Student Recruitment / Marketing		1,000	1,000	1,000	1,000	1,000	1,000	1,500	3,000	3,000	2,500	2,000	1,000	19,000
School Meals / Lunch		-	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
Travel (Staff)		-	-	-	-	3,250	-	1,500	-	3,250	-	-	-	8,000
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		25,847	44,580	45,040	8,817	14,367	9,863	12,817	12,067	20,717	9,967	15,167	4,400	223,646
FACILITY OPERATION & MAINTENANCE														
Insurance		16,000	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	40,000
Janitorial		300	300	300	300	300	300	300	300	300	300	300	300	3,600
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance		4,000	-	600	600	600	600	600	600	600	600	600	600	10,000
Equipment / Furniture		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		400	400	400	500	750	950	1,200	1,200	950	650	400	400	8,200
TOTAL FACILITY OPERATION & MAINTENANCE		21,700	3,882	4,482	4,582	4,832	5,032	5,282	5,282	5,032	4,732	4,482	4,482	73,800
DEPRECIATION & AMORTIZATION														
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-
		2,083.33	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
TOTAL EXPENSES		131,803	132,467	140,064	105,080	111,122	104,295	114,210	109,558	117,430	104,386	112,712	98,569	1,381,698
NET INCOME		191,000	(116,558)	64,452	(89,171)	93,394	(88,386)	104,757	(93,649)	95,687	(82,627)	100,406	(82,660)	96,644
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME		191,000	(116,558)	64,452	(89,171)	93,394	(88,386)	104,757	(93,649)	95,687	(82,627)	100,406	(82,660)	96,644

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 - JUNE 30, 2026												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	322,803	15,909	204,516	15,909	204,516	15,909	218,967	15,909	213,117	21,759	213,117	15,909	1,478,342
Total Expenses	131,803	132,467	140,064	105,080	111,122	104,295	114,210	109,558	117,430	104,386	112,712	98,569	1,381,698
Net Income	191,000	(116,558)	64,452	(89,171)	93,394	(88,386)	104,757	(93,649)	95,687	(82,627)	100,406	(82,660)	96,644
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	191,000	74,441	138,893	49,722	143,116	54,730	159,487	65,839	161,526	78,899	179,305	-
Ending Cash Balance	191,000	74,441	138,893	49,722	143,116	54,730	159,487	65,839	161,526	78,899	179,305	96,644	96,644
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Beginning Cash Balance	-	191,000	74,441	138,893	49,722	143,116	54,730	159,487	65,839	161,526	78,899	179,305	-
ENDING CASH BALANCE	191,000	74,441	138,893	49,722	143,116	54,730	159,487	65,839	161,526	78,899	179,305	96,644	96,644

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		1,478,342	1,757,358	2,029,634	2,291,560	2,652,288	
Total Expenses		1,381,698	1,495,336	1,843,464	1,974,160	2,134,053	
Net Income (Before Cash Flow Adjustments)		96,644	262,021	186,170	317,400	518,235	
Budgeted Student Enrollment		78	104	126	150	172	
		Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	
REVENUE		Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES		1.2%	1.2%	1.2%	1.2%	1.2%	
Per Pupil Revenue	Basic Tuition (2023-24)						
PRIMARY School District:	Auburn Enlarged City School District	12,014	267,480	393,730	498,069	604,854	714,132
Other District 1:	Port Byron Central School District	12,392	200,651	228,441	282,557	363,933	447,222
Other District 2:	Clyde-Savannah Central School District	17,096	138,409	175,088	212,626	251,041	290,347
Other District 3:	Jordan-Elbridge Central School District	14,484	73,289	118,670	150,117	182,302	215,238
Other District 4:	Seneca Falls Central School District	12,802	64,778	78,667	106,147	134,276	135,888
Other District 5:	Cato-Meridian Central School District	12,490	50,560	76,749	103,560	131,004	132,576
Other District 6:	Weedsport Central School District	13,226	53,539	81,272	109,663	110,979	112,311
Other District 7:	Southern Cayuga Central School District	15,112	45,880	61,907	62,650	79,253	96,244
Other District 8:	Union Springs Central School District	13,169	39,981	53,948	54,595	69,063	83,870
Other District 9:	Moravia Central School District	12,255	37,206	50,204	50,806	51,416	65,041
Other District 10:	Skaneateles Central School District	13,635	27,597	41,893	42,395	42,904	43,419
Other District 11:	Marcellus Central School District	12,176	24,644	24,940	25,239	25,542	25,849
Other District 12:	West Genesee Central School District	12,652	12,804	12,957	13,113	13,270	26,859
Other District 13:		-	-	-	-	-	-
Other District 14:		-	-	-	-	-	-
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-
TOTAL Per Pupil Revenue	(Weighted Avg.)	13,135	1,036,818	1,398,466	1,711,539	2,059,838	2,388,995
Special Education Revenue			64,000	80,000	104,000	120,000	136,000
NYC DoE Rental Assistance			-	-	-	-	-
Grants			-	-	-	-	-
Stimulus			-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-
Other			-	-	-	-	-
Other			-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			1,100,818	1,478,466	1,815,539	2,179,838	2,524,995
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs			8,000	10,000	13,000	15,000	17,000
Title I			-	21,000	25,000	30,000	34,500
Title Funding - Other			7,020	9,360	11,340	13,500	15,480
School Food Service (Free Lunch)			17,717	23,849	28,392	34,070	39,181
Grants							
Charter School Program (CSP) Planning & Implementation			325,000	200,000	120,000	-	-
Other			-	-	-	-	-
Other			-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			357,737	264,209	197,732	92,570	106,161
LOCAL and OTHER REVENUE							
Contributions and Donations			-	-	-	-	-
Fundraising			-	-	-	-	-
Erate Reimbursement			11,700	3,900	3,300	3,600	3,300
Earnings on Investments			-	-	-	-	-
Interest Income			-	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-
Text Book			8,087	10,783	13,064	15,552	17,833
OTHER			-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			19,787	14,683	16,364	19,152	21,133
TOTAL REVENUE			1,478,342	1,757,358	2,029,634	2,291,560	2,652,288
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions						NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.
Executive Management	1.00		90,000	91,800	93,636	95,509	97,419
Instructional Management	1.00		60,000	61,200	62,424	63,672	64,946
Deans, Directors & Coordinators	1.00		65,000	66,300	67,626	68,979	70,358
CFO / Director of Finance	-		-	-	-	-	-
Operation / Business Manager	1.00		75,000	76,500	78,030	79,591	81,182
Administrative Staff	1.00		40,000	40,800	41,616	42,448	43,297
TOTAL ADMINISTRATIVE STAFF	5.00		330,000	336,600	343,332	350,199	357,203
INSTRUCTIONAL PERSONNEL COSTS							

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		1,478,342	1,757,358	2,029,634	2,291,560	2,652,288	
Total Expenses		1,381,698	1,495,336	1,843,464	1,974,160	2,134,053	
Net Income (Before Cash Flow Adjustments)		96,644	262,021	186,170	317,400	518,235	
Budgeted Student Enrollment		78	104	126	150	172	
		Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	
Teachers - Regular	5.00	250,000	305,000	361,100	418,322	476,688	Classroom Teachers (1 per grade)
Teachers - SPED	0.50	30,000	30,600	61,212	62,436	63,685	0.5 FTE Yr 1-2, 1 FTE Yr 3, 4 & 5
Substitute Teachers	-	-	-	-	-	-	contracted as needed
Teaching Assistants	1.00	33,280	33,946	67,905	69,263	70,648	1 FTE Yr 1-2, 2 FTE Yr 3, 4 & 5
Specialty Teachers	1.50	72,000	73,440	146,909	149,847	152,844	0.5 FTE each for Art & Music, PE, Language first 2 years , FTE after
Aides	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	-	contracted as needed
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	8.00	385,280	442,986	637,125	699,868	763,865	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	0.50	21,840	22,277	22,722	23,177	23,640	Nurse four hrs/day during school days
Librarian	-	-	-	-	-	-	
Custodian	1.00	35,360	36,067	36,789	37,524	38,275	Custodian / Maintenance
Security	-	-	-	-	-	-	
Other	1.00	21,840	22,277	22,722	45,017	45,917	Food Service (Hourly)
TOTAL NON-INSTRUCTIONAL	2.50	79,040	80,621	82,233	105,718	107,832	
SUBTOTAL PERSONNEL SERVICE COSTS	15.50	794,320	860,206	1,062,691	1,155,784	1,228,900	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		78,250	82,497.85	100,853	109,745	116,490	7.65% Fica/Medicare + FUTA (35/ma/employee) + WC(\$1/100) plus \$ 250 fee (put under Mgmt)
Fringe / Employee Benefits		134,096	144,058	207,994	226,522	241,052	20% Salary FTE (only) Health, Dental, Life, Disability
Retirement / Pension		-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		212,346	226,556	308,846	336,267	357,542	
TOTAL PERSONNEL SERVICE COSTS	15.50	1,006,666	1,086,762	1,371,537	1,492,051	1,586,442	
CONTRACTED SERVICES							
Accounting / Audit		15,000	15,000	15,750	15,750	16,538	Assume 5% increase every two years
Legal		12,000	12,000	12,600	12,600	13,230	Assume 5% increase every two years
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		2,396	2,444	2,660	2,708	2,889	Assume 5% increase every two years+addtl employees
Special Ed Services		5,000	5,000	5,500	5,500	6,050	Assume 10 % increase every two years
Titlement Services (i.e. Title I)		5,000	5,000	5,250	5,250	5,513	Assume 5% increase every two years
Other Purchased / Professional / Consulting		13,190	15,645	18,213	20,999	24,018	Assume 5% increase per diem for subs plus addtl class time each year (10% of total class days), Therapist/Counselor cost increase by 5% per year
TOTAL CONTRACTED SERVICES		52,586	55,089	59,973	62,807	68,237	
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	
Classroom / Teaching Supplies & Materials		29,250	28,600	36,383	43,313	52,148	Assume 5% increase every two years plus addtl students
Special Ed Supplies & Materials		5,000	5,000	5,500	5,500	6,050	Assume 10 % increase every two years
Textbooks / Workbooks		24,950	28,600	36,383	43,313	52,148	Assume 5% increase every two years plus addtl students
Supplies & Materials other		17,700	20,800	26,460	31,500	37,926	Assume 5% increase every two years plus addtl students
Equipment / Furniture		15,000	15,000	15,750	15,750	16,538	Assume 5% increase every two years
Telephone		6,000	6,000	6,300	6,300	6,615	Assume 5% increase every two years
Technology		20,000	20,000	21,000	21,000	22,050	Assume 5% increase every two years
Student Testing & Assessment		5,746	5,785	6,109	6,147	6,451	Assume 5% increase every two years plus addtl students
Field Trips		7,800	7,800	8,580	8,580	9,438	Assume 10 % increase every two years
Transportation (student)		-	-	-	-	-	
Student Services - other		11,700	15,600	20,790	24,750	31,218	Assume 10 % increase every two years plus addtl students
Office Expense		8,000	8,000	8,400	8,400	8,820	Assume 5% increase every two years
Staff Development		7,500	8,500	12,600	13,650	15,446	Additional staff plus 5 % increase every two years
Staff Recruitment		8,000	8,000	8,400	8,400	8,820	Assume 5% increase every two years
Student Recruitment / Marketing		19,000	19,000	19,950	19,950	20,948	Assume 5% increase every two years
School Meals / Lunch		30,000	-	-	-	-	
Travel (Staff)		8,000	9,000	13,650	14,700	16,538	Additional staff plus 5 % increase every two years
Fundraising		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL SCHOOL OPERATIONS		223,646	205,685	246,254	271,252	311,153	
FACILITY OPERATION & MAINTENANCE							
Insurance		40,000	40,000	46,000	46,000	52,900	Assume 15% increase every two years
Janitorial		3,600	3,600	3,780	3,780	3,969	Assume 5% increase every two years
		-	49,000	58,800	66,150	77,175	
Building and Land Rent / Lease / Facility Finance Interest							Assume 5% increase every two years Plus addtl Classroom space
Repairs & Maintenance		10,000	10,000	10,500	10,500	11,025	Assume 5% increase every two years
Equipment / Furniture		12,000	12,000	12,600	12,600	13,230	Assume 5% increase every two years
Security		-	-	-	-	-	
Utilities		8,200	8,200	9,020	9,020	9,922	Assume 10% increase every two years

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		FINGER LAKES CLASSICAL ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		1,478,342	1,757,358	2,029,634	2,291,560	2,652,288	
Total Expenses		1,381,698	1,495,336	1,843,464	1,974,160	2,134,053	
Net Income (Before Cash Flow Adjustments)		96,644	262,021	186,170	317,400	518,235	
Budgeted Student Enrollment		78	104	126	150	172	
		Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	
TOTAL FACILITY OPERATION & MAINTENANCE		73,800	122,800	140,700	148,050	168,221	
DEPRECIATION & AMORTIZATION		-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		25,000	25,000	25,000	-	-	
TOTAL EXPENSES		1,381,698	1,495,336	1,843,464	1,974,160	2,134,053	
NET INCOME		96,644	262,021	186,170	317,400	518,235	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District:	Auburn Enlarged City School District	22	32	40	48	56	
Other District 1:	Port Byron Central School District	16	18	22	28	34	
Other District 2:	Clyde-Savannah Central School District	8	10	12	14	16	
Other District 3:	Jordan-Elbridge Central School District	5	8	10	12	14	
Other District 4:	Seneca Falls Central School District	5	6	8	10	10	
Other District 5:	Cato-Meridian Central School District	4	6	8	10	10	
Other District 6:	Weedsport Central School District	4	6	8	8	8	
Other District 7:	Southern Cayuga Central School District	3	4	4	5	6	
Other District 8:	Union Springs Central School District	3	4	4	5	6	
Other District 9:	Moravia Central School District	3	4	4	4	5	
Other District 10:	Skaneateles Central School District	2	3	3	3	3	
Other District 11:	Marcellus Central School District	2	2	2	2	2	
Other District 12:	West Genesee Central School District	1	1	1	1	2	
Other District 13:		-	-	-	-	-	
Other District 14:		-	-	-	-	-	
All Other School Districts		-	-	-	-	-	
TOTAL ENROLLMENT		78	104	126	150	172	
REVENUE PER PUPIL		18,953	16,898	16,108	15,277	15,420	
EXPENSES PER PUPIL		17,714	14,378	14,631	13,161	12,407	
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation		-	-	-	-	-	
Other		-	-	-	-	-	
Total Operating Activities		-	-	-	-	-	
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	
Other		-	-	-	-	-	
Total Investment Activities		-	-	-	-	-	
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	
Other		-	-	-	-	-	
Total Financing Activities		-	-	-	-	-	
Total Cash Flow Adjustments		-	-	-	-	-	
NET INCOME		96,644	262,021	186,170	317,400	518,235	
Beginning Cash Balance		-	96,644	358,666	544,836	862,236	
ENDING CASH BALANCE		96,644	358,666	544,836	862,236	1,380,472	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: Auburn Enlarged City School District							
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 Auburn Enlarged City School District	Projected Impact (% of District's Total Budget)
Year 1 (2025-26)	22	12,158	267,480	22,523	290,002	104,404,172	0.278%
Year 2 (2026-27)	32	12,304	393,730	39,694	433,424	104,404,172	0.415%
Year 3 (2027-28)	40	12,452	498,069	52,685	550,754	104,404,172	0.528%
Year 4 (2028-29)	48	12,601	604,854	56,609	661,463	104,404,172	0.634%
Year 5 (2029-30)	56	12,752	714,132	68,532	782,664	104,404,172	0.750%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	School District's Budget Newsletter: chrome-extension://efaidnbmninnibpcjpcglclefindmkaj/https://www.aecsd.education/tfiles/folder1450/Budget%20Expenditures%20%20%26%20Budget%20Statement.pdf
OTHER NOTES:	

Second Largest Enrollment District: Port Byron Central School District							
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 Port Byron Central School District	Projected Impact (% of District's Total Budget)
Year 1 (2025-26)	16	12,541	200,651	12,847	213,498	24,867,816	0.859%
Year 2 (2026-27)	18	12,691	228,441	17,095	245,536	24,867,816	0.987%
Year 3 (2027-28)	22	12,843	282,557	26,523	309,079	24,867,816	1.243%
Year 4 (2028-29)	28	12,998	363,933	30,266	394,199	24,867,816	1.585%
Year 5 (2029-30)	34	13,154	447,222	40,942	488,164	24,867,816	1.963%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	School District's Budget Newsletter: chrome-extension://efaidnbmninnibpcjpcglclefindmkaj/https://www.pbcschools.org/site/handlers/filedownload.ashx?moduleinstanceid=417&dataid=1600&FileName=PortByron Budget Newsletter 2024-25-9.pdf
OTHER NOTES:	

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.

As of this time, FLCACS does not have any letters of commitment for funding from private contributors.

Upon receiving approval for our charter, the board will actively pursue private contributions via a fundraising committee and an aggressive marketing campaign.

The request is not applicable.

Legend:	B=Board SL=School Leader BM=Business Manager CL=Curriculum Leader SEAC=Special Ed/Assessment Coordinator
	BC=Building Committee CC=Curriculum Committee FC=Finance Committee HC=Hiring Committee COC=Community Outreach Committee

Category:	Task	Aug-Nov	Nov-Feb	Feb-May	May-Aug	Sept
Governance	Weekly/monthly meetings	B	B	B	B	B
	Research insurance requirements / obtain insurance	B	B			
	Solidify by-laws	B				
	With lawyer-Non-profit status, EIN, 501c3	B				
	Creat bank account		B			
	Establish committees and assign responsibility	B	B			
	Board and committee recruitment	B	B	B		
	Board training		B			
	Fiscal plan for year zero		B/BM			
	Five year budget plan			B/BM/FC		

Category:	Task	Aug-Nov	Nov-Feb	Feb-May	May-Aug	Sept
Policy&Procedure	Student/Family Handbook	B	B			
	Finalize Student/Family Handbook by SL		SL			
	Approve Handbook			B		
	SL and BM job descriptions	B	B/HC			
	All other job descriptions		B/HC			
	Employee Handbook		B			
	Prepare policies required by authorizer		B			
	Management level policies		SL			
	Approve Management policies		B			

Category:	Task	Aug-Nov	Nov-Feb	Feb-May	May-Aug	Sept
Business Operation	Legal counsel	B				
	Grant database- federal, local, CSP	B	BM	BM/FC		
	Student recruitment plan to achieve projections	B	B/SL	SL/COC	SL/COC	
	Enrollment system/materials		B/BM	BM		
	Update financial/fundraising plan	B	B/BM	BM/FC		
	Bids for service providers (food, tech, curriculum, insurance, etc)			BM		
	Payroll	B	BM			
	Accounting and auditing firm	B	B/BM	BM/FC		
	Accounts Receivable system	B	B/BM			
	Human Resources system	B	BM			
	Unemployment, Workers' Compensation, Retirement	B	BM			
	Location/Building finances	B	B/BC	BC		
	Inventory management system			BM		
	Safety plan			SL		
	Finalize and present budget			BM		
	Approve budget			B		

Category:	Task	Aug-Nov	Nov-Feb	Feb-May	May-Aug	Sept
Public Relations	Public Relations and Marketing Plan	B	B			
	Further develop website	B	B/COC			
	Email system	B	B/BM	BM		
	Newsletter Template		SL	SL/COC		
	Community Events and Networks		SL	SL/COC	COC	
	Enrollment campaign	B	B/COC	COC	COC	
	Open enrollment			BM	BM	
Category:	Task	Aug-Nov	Nov-Feb	Feb-May	May-Aug	Sept
Facility	Viable sites	B	B/BC			
	Finalize/execute finances		B/BM			
	Schedule/secure (inspections, codes, health dept, etc)			BM/BC		
	Necessary contractors			BM/BC	BM/BC	
Category: Staffing	Task	Aug-Nov	Nov-Feb	Feb-May	May-Aug	Sept
	School Leader search	B	HC			
	School Leader hire		B			
	SL finalizes staffing plan		SL			
	SL post openings		SL	SL		
	Business Manager search		HC			
	Business Manager hire		B			
	Curriculum Leader & Sp Ed Assessment Coordinator hire		SL/HC	SL/HC		
	Teachers & Academic staff hire		SL/HC	SL/HC	SL/HC	
	All other staff hires		BM/HC	BM/HC	BM/HC	
Category:	Task	Aug-Nov	Nov-Feb	Feb-May	May-Aug	Sept
Academics	Prepare education plan/scope and sequence			SL/CL/CC		
	Prepare education plan to support specific population			SL/SEAC/CC		
	Finalize class/teacher schedule			SL		
	School calendar			SL		
	Finalize resource needs			SL/CC		
	Approve resources needs			B		
	Order curriculum, vendor supplies, etc			SL/BM		
	All staff training				ADM team	ADM team
	Academic staff training				SL/CL/SEAC	SL/CL/SEAC

R-23ab Supplemental Information

a. Supplemental Narrative

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.

Below are noted several special friends of the board, who have contributed in meaningful ways and who may continue to provide support. These friends of the board are noted in particular because their support may prove valuable to the decision by SUNY.

Calvin Brainard, Special Projects Administrator & **Dick Beauchine**, CPA, MST, Chief Financial Officer at Waterloo Container:

Mr. Brainard is facilitating the nonprofit paperwork and is highly supportive of the FLCACS mission. They have begun the paperwork and processing for incorporation and 501c3 status with the assistance of a generous local business where Mr. Brainard works. Financial responsibility is being incurred by Mr. Brainard and associates. The federal identification number for the corporation, 84-4722813, has been successfully assigned. Mr. Brainard and Mr. Beauchine are eager to continue to support FLCACS.

Daniel Fessenden / Fred L. Emerson Foundation:

Discussion has already begun with Daniel Fessenden, the executive director, as to the application process for start-up grant money for when we have secured federal incorporation status. The Fred L. Emerson Foundation is a private, family foundation located in Auburn, New York. Since 1932, the Foundation has provided support to core community organizations of Auburn and the surrounding central New York area where its founder, Fred L. Emerson, lived and worked. The foundation seeks proposals where it can be shown their investment will make a critical and significant difference. The Foundation has a long tradition of supporting private higher education in Upstate New York. Education continues to be an area of interest to the Foundation.

Charity Bianchi, Special Education Teacher:

Charity is a mother and educator with a master's in Special Education and has been a great asset to supporting our board and will continue to help as we move forward. With a unique blend of classical education, public education, special education, and homeschooling in her background she has been an invaluable resource that we plan to continue to collaborate with.

Lynne-Marie Ryan, Accountant:

██████████ has 30 years of non-profit accounting experience and 25 years of management experience. She is currently the Chief Financial Officer for United Way of Central NY. ██████████ is a hands-on manager with expertise in accounting systems development, IT systems, fiscal management, and financial reporting, having worked with NYSARC, the Center for Community Alternatives, and Hospice of Central NY. She is also a mother of three and wholeheartedly believes in school choice.

██████████ Librarian with a BA in Spanish:

██████████ is the Library Media Specialist at Weedsport School District. She works with students from Pre-K through grade 12. ██████████ directly teaches library skills, research skills, and other literary information. She is also part of the technology integration team, collaborating with students and staff to integrate technology into the education process and co-teaching many subject areas: ELA, Social Studies, and Science. She is a parent of two young boys as well. She is invested in creating a school that will partner with parents to educate children in the classical and liberal arts methodology.

██████████ School Administrator:

Steve is a board consultant, with almost 30 years in the education field, much of it in administration through the Onondaga/ Cortland BOCES and the Cayuga/ Onondaga BOCES. In addition to recently completing the Superintendent Development Program, Steve has an excellent rapport with numerous educational leaders statewide and within the Auburn district, as well as the outlying schools.

██████████ Hillsdale certified teacher:

██████████ was educated in the classical method, E.D. Hirsch, and explicit phonics at Hillsdale College. She still has connections with the college that have been helpful with research and curriculum. She founded a classical homeschool co-op in 2003 when she couldn't find a classical school for her children. She is now running a different co-op that is considered a model in the area, which gives her experience in leadership that will help with developing a school. As a side note, she and her husband have five children and have fostered children from their extended family on multiple occasions so she has an understanding of and compassion for children coming from trauma.

Maureen Kinney (Angotti), private classical school founder:

Maureen played an instrumental role in the founding of one of the local K-8 private schools in Cayuga County. The Mission of John Paul II Academy is based in the Catholic tradition and a rigorous classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue. They offer a traditional pedagogy that emphasizes active forms of learning. This presents families of our community an

opportunity to pursue a better educational choice for children, one that is more rigorous, less costly than other private schools, less intrusive, and more accountable.

Although Maureen has been highly supportive and involved in the school, her work at Finger Lakes Classical Academy Charter School is rooted in the understanding that not everyone will choose a religious mission. She is also looking to help alleviate the widening gap of families unable to pay tuition to a private school. Being a mother of six children, her 18-year professional background in mental health, hosting exchange students from Japan and Spain, and a lifetime of volunteering for her community exemplifies her love for children.

Auburn resident and father of three, [REDACTED] has also been of tremendous assistance as a **Board Consultant**. Andrew earned his BA in English from Kansas State University in 2019. He has worked as an exam developer in the certification industry for the past 5 years, and currently holds the Certified Credentialing Professional (CCP) certification from the Institute for Credentialing Excellence. He also has written or contributed to several books on Catholic theology.

R-23b. Supplemental Attachments

Submit attachments, documents, etc., discussed in response to (a) above. If no supplemental documents are necessary, please indicate that this Request is not applicable.

On the next few pages you will find the following:

Page #

- | | |
|-----------------|--|
| 7 - 11 | Access Literacy
777d8a_9f75e65aed7b4a7dad0b0faeff94844a.pdf (accessliteracy.com)
777d8a_d15ca64532494366814c2fbc87d1971d.pdf (accessliteracy.com) |
| 12 - 23* | Singapore Math
Scope_4.pdf (shopify.com) |
| 24 - 28 | Charlotte Danielson Rubric
danielson-2013-rubric-only.pdf (state.or.us) |
| 30 - 31 | Atlanta Classical Charter School
Lower-School-Curriculum-Maps.pdf (atlantaclassical.org) |
| 32 - 33 | Bronx Classical Charter School
Curriculum-Article-2023.pdf (classicalcharterschools.org) |

Teacher Observation Form for Literacy Essentials

Date: _____ Teacher Observed: _____

Grade: _____ Discussed w/teacher: _____ *DNO= did not observe

	<i>Observations</i>	<i>Suggestion</i>	<i>Resource</i>
1) Phonograms: teacher/student knowledge, accurate pronunciation			
2) Spelling: student engagement in the Question & Answer dialogue, pace of the lesson			
3) Wall Charts or Visual Graphic Organizers to support learning			
4) Handwriting			
5) Use of My Orthography Notebook			
6) Grammar/Writing <ul style="list-style-type: none"> Dictated sentences Original sentences 			
7) Pacing: Covering appropriate material and number of lessons			

Common Pitfalls Implementing *Literacy Essentials: Journey From Spelling To Reading*®

- All teachers not having necessary materials for the program
 - Grade Level Teacher Guides for K-3 (and 4-6 in first year schools), Copy Masters for K-2, phonogram cards for each teacher, wall charts for K-3;
 - per student copies of My Orthography Notebook (grades 1-3, and 4-6 in first year schools);
 - practice texts for reading:
 - K and 1 - *Primary Phonics* by Barbara Makar;
 - 1st grade -*Stevenson Supplemental Readers, Test Lessons in Primary Reading* by McCall-Harby, classroom library of leveled texts (see suggested list for Grade 1);
 - 2nd – 3rd *Standard Test Lessons in Reading* by McCall-Crabbs (Books A-F one level per grade), classroom library of leveled texts (see suggested list for Grade 2);
 - 4th – 6th for students reading below grade level, classroom library of leveled texts for practice, *Standard Test Lessons in Reading* by McCall-Crabb (a few copies of each, Books A-F)
- Teachers who do not have mastery of the phonograms.
- Spelling to read NOT the other way around (K-1).
- First year schools: Must schedule extra time the first 9-weeks to teach orthography and literacy skills for 3rd-6th grade students using the Older Student Adaptation found in the Third Grade Teacher Guide.
- Scheduling – especially in K-3, allowing 2 - 2.5 hours for literacy and allowing teachers to break it up throughout the day as needed to include spelling/vocabulary; practice; reading; grammar and writing; literature.
- Pacing – teachers often move too slowly because they are pacing the classroom based on five struggling students; where should they be at the end of each year.
- Classroom set-up – size of desks for the littlest children; desks facing the teacher.
- Using Graphic Organizers: Wall Charts and/or student copies of My Orthography Notebook are not used.
- Must have a school plan for bringing in new students in the middle of the year.
- Homework – no phonograms or spelling sent home!

- Practice/Assessment Folders not created and/or used to track progress and for practice.
- Plan for new incoming students, 2nd grade and older, enrolling in your school after the first year.

Things you would never want to see:

___ Every desk in the classroom the same size (especially in lower elementary).

___ A teacher writing a new spelling word on the board before the students had written it.

___ A teacher sending phonograms or spelling practice as homework.

___ K-1st grade classrooms with no wall charts,

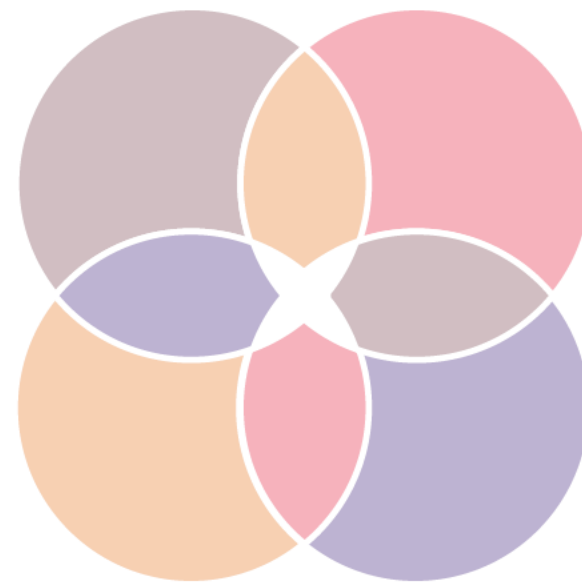
___ 2nd-6th grade classrooms with empty or near empty student notebooks, My Orthography Notebook.

___ Average K students reading in Primary Phonics before the end of the first semester.

___ Lower elementary students not saying the sounds as they write whether individual phonograms or words.

___ Using letter names for practicing or teaching spelling.

**RUBRICS FROM
THE FRAMEWORK FOR TEACHING
EVALUATION INSTRUMENT
2013 EDITION**



CHARLOTTE DANIELSON

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basi	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
1b: Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
1d: Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one’s own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one’s professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one’s professional skill, and seeks out such resources.	The teacher’s knowledge of resources for classroom use and for extending one’s professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher’s approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks..	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students’ misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/ or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.
2e: Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher’s spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
3b: Using Questioning and Discussion Techniques	The teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3c: Engaging Students in Learning	The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “down time.”	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
3d: Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment,.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work..	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students’ misunderstandings.
3e: Demonstrating Flexibility and Responsiveness	The teacher ignores students’ questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don’t understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students’ questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students’ interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b: Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
4c: Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
4d: Participating in the Professional Community	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
4e: Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
4f Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Lower School Literacy Curriculum Map

SKILLS	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth
Phonics	Literacy Essentials Phonograms 1-72	Literacy Essentials Phonograms 1-72, Teach 39 Spelling Rules through daily Spelling Analysis.	Literacy Essentials Phonograms 1-72, Teach 39 Spelling Rules through daily Spelling Analysis.	Literacy Essentials Phonograms 1-72, Teach 39 Spelling Rules through daily Spelling Analysis.			
Spelling	Literacy Essentials Phonograms 1-72, Teach 39 Spelling Rules through daily Spelling Analysis	Literacy Essentials Phonograms 1-72, Teach 39 Spelling Rules through daily Spelling Analysis.	Literacy Essentials Phonograms 1-72, Teach 39 Spelling Rules through daily Spelling Analysis	Literacy Essentials Phonograms 1-72, Teach 39 Spelling Rules through daily Spelling Analysis			
Grammar	Literacy Essentials Sentences, Verbs, Nouns, Adjectives	Literacy Essentials Nouns & Pronouns, Four Kinds of Sentences, Adjectives & Articles, Verbs, Adverbs	Literacy Essentials Adjectives & Articles, Possessive Nouns, Verbs, Nouns & Pronouns, Adverbs, Conjunctions, Prepositions	WOL 1A & 1B Four Kinds of Sentences, Principal Elements, Adverbs, Adjectives, Direct Objects, Subject Pronouns, Interrogative Sentences, Subject Pronouns, Helping Verbs, Object Pronouns, Prepositional Phrases, Compound Subjects, Compound Verbs, Compound Direct Objects	WOL 2A & 2B Four Kinds of Elements, Principal Elements, Adverbs, Adjectives, Predicate Verbs, Direct Objects, Predicate Nominatives, Predicate Adjectives, Possessive Nouns, Prepositional Phrases Compound Elements, Subject Pronouns, Object Pronouns, Possessive Pronouns, Interrogative Pronouns, Compound Sentences	WOL 3A & 3B Four Kinds of Sentences, Principal Elements, Adjectives & Adverbs, Predicate Verbs, Predicate Nominatives, Predicate Adjectives, Prepositional Phrases Personal Pronouns, Sensory Linking Verbs, Indirect Objects, Interrogative Pronouns, Relative Clauses	WOL 4A & 4B Four Kinds of Sentences, Principal Elements, Adjectives & Adverbs, Predicate Verbs, Predicate Nominatives, Predicate Adjectives, Prepositional Phrases Personal Pronouns, Sensory Linking Verbs, Indirect Objects, Interrogative Pronouns, Relative Clauses
Writing	Literacy Essentials Lowercase Letters, Uppercase Letters, Writing Four Kinds of Sentences: Dictated and Original, Writing Multiple Sentences About One Topic	Writing Four Kinds of Sentences: Dictated and Original, Writing Multiple Sentences About One Topic	Writing Four Kinds of Sentences: Dictated and Original, Writing Multiple Sentences About One Topic	Note Making & Outlines, Writing from Notes, Retelling Narrative Stories, Summarizing a Reference, Writing from Pictures	Note Making & Outlines, Writing from Notes, Retelling Narrative Stories, Summarizing a Reference, Writing from Pictures, Summarizing Multiple References, Inventive Writing, Formal Essay Models	Note Making & Outlines, Writing from Notes, Retelling Narrative Stories, Summarizing a Reference, Writing from Pictures, Summarizing Multiple References, Inventive Writing, Formal Essay Models, Formal Critique	Note Making & Outlines, Writing from Notes, Retelling Narrative Stories, Summarizing a Reference, Writing from Pictures, Summarizing Multiple References, Inventive Writing, Formal Essay Models, Formal Critique, Writing About Literature
Reading Comprehension	Nursery Rhymes Aesop's Fables Fairy Tales Tall Tales, Beatrix Potter, Winnie the Pooh	Fairy Tales, Pinocchio, The House at Pooh Corner, Aesop's Fables, The Tale of Peter Rabbit, The Tale of Br'er Rabbit	Greek Mythology, Asian Folktales, Classic Folktales, A Christmas Carol, Native American Tales, Tall Tales, Little House in the Big Woods, Charlotte's Webb, Peter Pan	Short Stories, Greek, Roman, & Norse Mythology, Fantastic Mr. Fox, The Courage of Sarah Noble, Farmer Boy, Stuart Little	Robin Hood, The Magician's Nephew, The Lion, the Witch, & the Wardrobe, Johnny Tremain, Anne of Green Gables	The Wind in the Willows, The Secret Garden, Comedy of Errors, The Adventures of Tom Sawyer, Narrative of the Life of Frederick Douglas	The Children's Homer, The Giver, A Midsummer Night's Dream, The Scarlet Pimpernel, The Prince & the Pauper
Vocabulary	Literacy Essentials	Literacy Essentials	Literacy Essentials	Literacy Essentials Words Greek/Latin Roots	Words Greek/Latin Roots	Words Greek/Latin Roots	



Lower School Numeracy Map

	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth
SKILLS	Attitude - Processes - Metacognition - Number Sense						
Place Value / Whole Numbers	Reading and Writing Numbers to 100; Counting by 2s, 5s, 10s; Counting On and Back	Use Models and Place Values for Numbers to 120; Counting On and Back; Estimation	Numbers to 1000	Numbers to 10000	Numbers to Million	Whole Numbers	Whole Numbers
Operations	Comparing Numbers to 10; Number Bonds; Addition and Subtraction Stories and Sentences; Ordinal Numbers; Fluency Facts up to 20	Comparing Numbers; Number Bonds; Addition and Subtraction within 100; Grouping and Sharing; Ordinal Numbers; Prepare for Multiplication/Division; Mental Math and Strategies	Addition and Subtraction of Whole Numbers; Multiplication and Division of 2, 3, 4, 5, 10	Addition and Subtraction of Whole Numbers; Multiplication and Division of 1 to 10	Addition and Subtraction of Whole Numbers; Multiples and Factors; Multiplication and Division	Multiplication and Division	
Fractions & Decimals		Intro to Fractions; Divide Shapes into Equal Parts	Fractions	Fractions	Adding and Subtracting Fractions; Multiplying a Fraction and Whole Number; Adding and Subtracting Decimals; Multiplying and Dividing Decimals	Adding and Subtracting Fractions; Multiplying a Fraction and Whole Number; Adding and Subtracting Decimals; Multiplying and Dividing Decimals	Fractions and Decimals
Algebraic Expressions						Writing and Evaluating Expressions; Ratios, Rate, Percentage	Integers; Algebraic Expressions; Equations and Inequalities; Ratios, Rate, Percentage
Geometry	Basic Shapes and Solids; Symmetry; Create Repeating Patterns; Classify Objects by Attributes	Solid and Plane Shapes; Sides and Corners; Build Models Using Solid Shapes; Combining Plane Shapes	Shapes	Shapes; Area and Perimeter	Lines and Shapes; Area and Perimeter; Areas; Properties of Cuboids	Volume of Solid Figures	Area of Plane Figures; Volume and Surface Areas of Solids
Measurements	Compare Height, Weight and Capacity; Time (Morning, Afternoon, Evening, Sequence of Events) and Money (Penny, Nickel, Dime, Quarter)	Measure Lengths Using Units; Measure and Compare Weights; Time (Hour and Half-Hour on Digital and Analog Clock) and Money (Exchange Coins for Equal Value); Add/Subtract Using Money; Using Calendar	Length, Weight, and Capacity; Time and Money	Measurement; Time and Money	Measurement	Measurement	
Graphs & Data Analysis	Match, Sort and Classify; Keeping Tally; Pictograph; Months and Days	Match, Sort and Classify; Collect Data and Show on Picture Graph, Tally Charts, Bar Graph	Graphs	Graphs and Tables	Line Graphs, Line Plots	Data Analysis and Graphs	Coordinates and Graphs, Displaying and Comparing Data



THE CURRICULUM AT CLASSICAL CHARTER SCHOOLS

Meticulously researched – Intentionally designed – Key to scholar success

The Back Story: Why We Created a Standards-Based Curriculum

Each year, elementary school students throughout New York State take a series of content area exams promulgated by the New York State Education Department (NYSED). These NY State tests assess students' mastery of various standards. In reading and writing, the State test is called the English Language Arts (ELA) assessment. Both the ELA and the Math tests are based on the Common Core Learning Standards.

For many years, the ELA test was believed by many to be fairly predictable, meaning it was possible for schools and teachers to predict what content would be covered, and then focus teaching only on those specific skills.

Each year, NYSED also sets a "cut score" for the exams. This is the score a student must obtain to pass. Until 2010, these cut scores were relatively low. For example, in 2009, the cut score for the third grade ELA exam was 24 (out of 33 points), and the cut score for the math exam was 21 (out of 39). These low metrics made it possible for struggling students to receive relatively superficial tutoring and remediation and still pass the exam. The resulting focus for many schools was to get students just far enough to pass.

In the 2009-2010 school year NYSED dramatically increased cut scores. For example, for the third grade ELA and math exams, the cut scores rose to 29 and 34, respectively. Because the cut score increase happened after the test had already been administered that year, schools did not have an opportunity to adjust test preparation in response to the scoring change. As expected, pass rates plummeted statewide, and CCS was no exception: our third-grade pass rates dropped from 86% to 51% in ELA and from 100% to 84% in Math. The upward change in the cut score made clear the shortcomings inherent in a curricular approach that focused on test prep as a means to getting students just far enough to pass the exam.

The Journey: How We Innovated Our Approach

At Classical Charter Schools, the curriculum leading into the 2009-2010 school year consisted of elements of purchased curricula modified according to internal knowledge about successfully "teaching to the test." ELA instruction in the upper grades focused predominantly on "question stems" rather than literary comprehension and analysis skills. Math instruction focused on a series of algorithmic steps, rather than critical thinking and problem-solving skills.

At the start of the 2009-2010 school year, we decided to reevaluate our curricular approach. The goal was to create proprietary curricula that addressed all the state standards for each subject area and grade level while

facilitating high student achievement. The challenge was to determine how to create a curriculum that would remain stable yet be able to be revised.

One influential resource¹ discusses a “backward design” concept that involves the following steps in curriculum development:

- Planning begins with the end in mind. In this cause, studying the state-mandated standards, because mastery of these standards is the end goal for every student.
- The state standards are then used to build assessments and tasks that will demonstrate students’ mastery of the skills delineated.
- Lessons are then planned in a sequence designed to build the skills necessary for mastery on the assessment.

Based on this approach, a student’s mastery of the assessment measures corresponds to mastery of the state-mandated learning standards.

After four months of rigorous study, in 2010, South Bronx Classical I adopted the approach outlined above. The objective was to provide a foundation on which unit plans, including daily objective calendars, could be created referencing internally developed scopes and sequences². The final step would be writing lesson plans based on the unit plans, ensuring that each lesson is clearly and directly aligned to the relevant standards and goals.

To create the strongest scopes and sequences, the curriculum team solicited information and recommendations from every teacher in the school throughout the Spring of 2010. A combination of administrators and teachers then developed CCS’ internal scopes and sequences. Unit planning began with professional development sessions guided by the curriculum project’s mission statement:

to create and improve standards-based scopes and sequences, cohesive and interrelated unit plans, and detailed and flexible lesson plans, all in an organized format for all subjects and grades.

The work was both challenging and enlightening. Teacher involvement in unit plan creation led to a better understanding of the NYSED-mandated standards and how the content and skills students were expected to master fit together within and across grade levels. This institutional knowledge created school-wide instructional alignment of the skills the NYSED requires students to master.

Collectively, our teachers wrote 374 unit-plans throughout 2010-2011. We hired a Director of Curriculum and Instruction who audited the unit plans to ensure high quality both in rigor and content. The focus for teachers in the 2011-2012 school year shifted to creating rigorous and aligned lesson plans. All curricula would eventually be saved to the cloud to preserve for teacher use - and to begin building Classical’s instructional backbone.

Over the next year CCS enjoyed a stable, rigorous curriculum aligned at every level with the state standards that allowed for revision or adjustment as necessary. Revisions to the curriculum were based on scholar performance on standards-based assessments. When scholars take a test, the process of alignment that has led to that assessment is clear: the unit plan was developed to address the specific skills outlined by the standards, the lesson plans for the unit were developed to teach the specific skills, and the test was developed to assess the specific skills.

The project of developing a comprehensive curriculum has been a massive, but productive undertaking. In the 2009-2010 academic year, our average pass rates were 50% in ELA and 82% in math. In the 2011-2012 academic year, our average pass rates were 90% in ELA and 99% in math. Since 2012, our pass rates have continued to outperform other district and charter schools in the New York City area. Additionally, the curriculum was shifted once again to align with the Common Core in a collaborative effort across instructional staff.

Curriculum and the Classical Charter Schools Mission

Mastery of the standards, while essential, is itself only part of the school's standards-based curriculum project. Other goals included:

- Scholars will be taught, in each grade, all of the required skills
- Skill and content mastery can be effectively and accurately assessed
- Mastery of the previous year's standards means that they are able to learn the skills required under the present year's standards
- Standards alignment across and within grades reduces gaps in knowledge that occur when students have not learned what they are expected to know

A rigorous, thoroughly aligned curriculum, therefore, also furthers Classical Charter School's mission of preparing each scholar to excel in high school and beyond.

The Journey Continues: Continued Advancements

Between the year 2012 and today, there have been numerous improvements to both Classical's curriculum and our processes for creating, refining, and preserving it. Our core values of accountability, innovation, and rigor drive our continued growth in the curricular realm and allow our teachers to provide a world class education to their scholars.

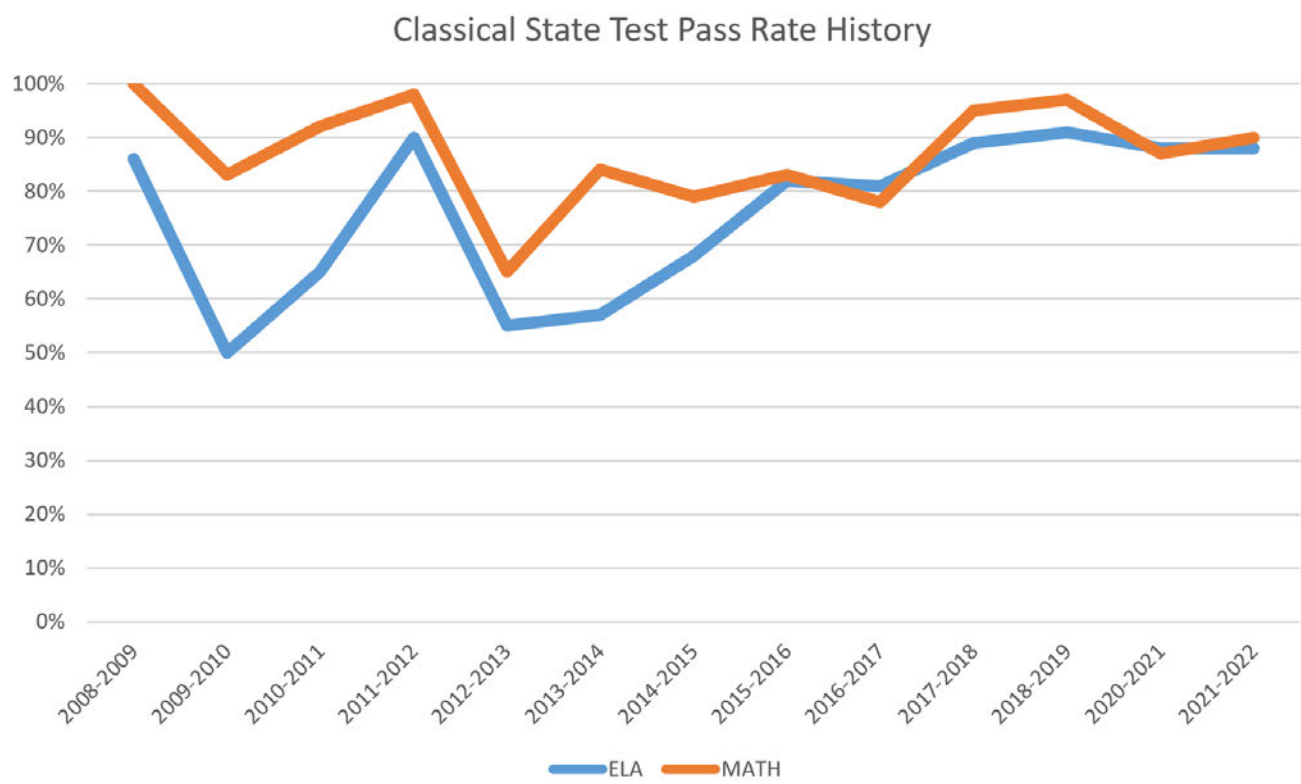
After Classical's scripted curriculum was born in 2010, it was and has been regularly vetted and revised through a Curricular Audit and based on teacher and instructional team feedback. Roughly 70% of Classical's curriculum is 'scripted' and the remaining 30% is 'unscripted', allowing for greater flexibility and teacher discretion in response to classroom data. Examples include ELA Reteach (Kindergarten) and Math Reteach (K-8) where a block is devoted to reviewing content and skills needing more immediate reteach based on data collected. Unscripted curriculum has bulked up Classical's instructional toolkit and enabled teachers to respond more readily to data and meet the specific needs of scholars in their classrooms.

The theme of more nuanced, exploratory learning has also shifted Classical's curriculum starting in the 2015-2016 academic year. It was in this year that 'Close Reading' was introduced in classrooms, providing an opportunity for scholars to examine literature more closely and discourse more thoroughly around both main ideas and author's craft. This resulted in richer class discussions, deepened critical thinking, and an improved runway to prepare K-2 scholars for more rigorous texts and classes in the years ahead.

In the years to follow, there was a movement to increase exploratory learning in math, moving beyond an outdated and restrictive procedural approach to problem solving. The 'Number Stories' block was introduced into the elementary curriculum, followed by the inclusion of "explore problems" into 'scripted' math lessons. Reducing

the frequency of teacher models puts the power in the hands of scholars to show what they know and share their problem-solving strategies with their peers. Not only do these improvements strengthen scholar understanding of content and strategies taught, but they instill in children a sense of confidence and love of learning that might have otherwise laid dormant if lecture-style teaching dominated the classroom.

Classical’s ever-improving curriculum, coupled with our strategic professional development program for teachers, has contributed to greater scholar achievement over the years. In the 2015-2016 school year, Classical’s average pass rates were 82% in ELA and 83% in Math, a 27% and 18% increase from 2012-2013 when the State test shifted to the Common Core. In 2021-2022, following an unprecedented year of remote and hybrid learning due to the pandemic, Classical’s average pass rates were 88% in ELA and 90% in Math. For students with disabilities, pass rates were 68% (ELA) and 78% (Math), and for ELLs 85% (ELA) and 88% (Math). These achievements showcase the positive impact of Classical’s curricular advancements, as well as our network’s tenacity and innovation navigating the world of remote and post-pandemic learning.



Another critical focus of Classical’s continued growth is our work with Diversity, Equity, and Inclusion. This initiative was sparked in 2020-2021 in response to staff feedback, and with the goal of creating a diverse, inclusive, relevant, and culturally global curriculum including socio-emotional and interdisciplinary learning opportunities. While the project is still ongoing, our staff have completed roughly 1200 hours of curriculum work in 2020-2021, 900 hours of curriculum work in 2021-2022, and are expected to complete 700 hours of curriculum work in 2022-2023. One especially positive impact has been increased and diversified representation in texts put in front of scholars. The ideology here is that children should be exposed to texts as “mirrors”, not solely “windows” so that they might see themselves in stories and make greater personal connections³.

We continue to work to improve and expand our socio-emotional and interdisciplinary learning at Classical through the inclusion of morning meetings, recess, and “Classical Conversations” in which our scholars discourse about a range of critical and relevant current events.

Keeping the Machine Running: Our Processes

Critical to any strong curricular program are the processes by which it was created and will continue to improve. Classical’s Curricular Audit is an ongoing process by which teachers and instructional staff reflect on the clarity, rigor, and effectiveness of current curriculum and make recommendations to improve. These recommendations may be technical edits, content changes, or involve larger-scale revisions (ex. text replacement). The audit is added to once per trimester and reviewed holistically in June to inform next steps for curricular assignments during the summer and following school year. Teachers are core to the revision process as well, but with the establishment of a curriculum team and support from the instructional coaches, Classical has been able to reduce the hours of curriculum work for teachers. For context, curriculum work hours assigned to teachers decreased from 2,465 in 2019-2020 to 243 in 2022-2023. This creates more space for our teachers to prioritize quality lesson preparation and data reflection.

Other innovations have included the creation of a Curriculum Calendar to organize the academic year and improve logistics for materials preparation, and systems for collaboration across school-sites as our network has grown. Instructional coaches serve as Grade Level Vettors to support an assigned grade with curricular oversight and streamline cross-network communication to ensure high-quality rigorous instruction is aligned across schools. A critical feature of our instructional success at Classical is curricular alignment. As the Classical network grows, a major goal will be to preserve the curriculum and its processes as they are refined so that excellent education continues to happen across classrooms at all school sites. To do this, it will take a well-oiled machine, which is exactly what we are building at Classical Charter Schools.

¹Understanding by Design by Grant Wiggins and Jay McTighe, a book which outlines approaches and considerations for unit plan development and overall curriculum design.

²“Scope” refers to the allocation of performance indicators or content strands across units, i.e., the decisions around **which indicators** should be grouped together and covered in the same unit. “Sequence” is the **order** in which the groups of skills should be taught.

³“Mirrors, Windows, and Sliding Glass Doors” by Rudine Sims Bishop, The Ohio State University. Originally appeared in Perspectives: Choosing and Using Books for the Classroom. Vol 6.

Dimensions Math® Scope & Sequence

PKA

Chapter 1 Match, Sort, and Classify

Red and Blue
Yellow and Green
Color Review
Soft and Hard
Rough, Bumpy, and Smooth
Sticky and Grainy
Size — Part 1
Size — Part 2
Sort Into Two Groups
Practice

Chapter 2 Compare Objects

Big and Small
Long and Short
Tall and Short
Heavy and Light
Practice

Chapter 3 Patterns

Movement Patterns
Sound Patterns
Create Patterns
Practice

Chapter 4 Numbers to 5 — Part 1

Count 1 to 5 — Part 1
Count 1 to 5 — Part 2
Count Back

Count On and Back
Count 1 Object
Count 2 Objects
Count Up to 3 Objects
Count Up to 4 Objects
Count Up to 5 Objects
How Many? — Part 1
How Many? — Part 2
How Many Now? — Part 1
How Many Now? — Part 2
Practice

Chapter 5 Numbers to 5 — Part 2

1, 2, 3
1, 2, 3, 4, 5 — Part 1
1, 2, 3, 4, 5 — Part 2
How Many? — Part 1
How Many? — Part 2
How Many Do You See?
How Many Do You See Now?
Practice

Chapter 6 Numbers to 10 — Part 1

0
Count to 10 — Part 1
Count to 10 — Part 2
Count Back
Order Numbers
Count Up to 6 Objects
Count Up to 7 Objects
Count Up to 8 Objects
Count Up to 9 Objects
Count Up to 10 Objects
— Part 1

Count Up to 10 Objects
— Part 2
How Many?
Practice

Chapter 7 Numbers to 10 — Part 2

6
7
8
9
10
0 to 10
Count and Match — Part 1
Count and Match — Part 2
Practice

PKB

Chapter 8 Ordinal Numbers

First
Second and Third
Fourth and Fifth
Practice

Chapter 9 Shapes and Solids

Cubes, Cylinders, and Spheres
Cubes
Positions
Build with Solids
Rectangles and Circles
Squares
Triangles

Squares, Circles,
Rectangles, and
Triangles — Part 1
Squares, Circles,
Rectangles, and
Triangles — Part 2
Practice

Chapter 10 Compare Sets

Match Objects
Which Set Has More?
Which Set Has Fewer?
More or Fewer?
Practice

Chapter 11 Compose and Decompose

Altogether — Part 1
Altogether — Part 2
Show Me
What's the Other Part? —
Part 1
What's the Other Part? —
Part 2
Practice

Chapter 12 Explore Addition and Subtraction

Add to 5 — Part 1
Add to 5 — Part 2
Two Parts Make a Whole
How Many in All?
Subtract Within 5 — Part 1
Subtract Within 5 — Part 2
How Many Are Left?

Practice

Chapter 13 Cumulative Review

Review 1 Match and Color
Review 2 Big and Small
Review 3 Heavy and Light
Review 4 Count to 5
Review 5 Count 5 Objects
Review 6 0
Review 7 Count Beads
Review 8 Patterns
Review 9 Length
Review 10 How Many?
Review 11 Ordinal Numbers
Review 12 Solids and
Shapes
Review 13 Which Set Has
More?
Review 14 Which Set Has
Fewer?
Review 15 Put Together
Review 16 Subtraction
Looking Ahead 1
Sequencing — Part 1
Looking Ahead 2
Sequencing — Part 2
Looking Ahead 3
Categorizing
Looking Ahead 4 Addition
Looking Ahead 5
Subtraction
Looking Ahead 6 Getting
Ready to Write Numerals
Looking Ahead 7 Reading
and Math

KA

Chapter 1 Match, Sort, and Classify

Left and Right
Same and Similar
Look for One That Is Different
How Does it Feel?
Match the Things That
Go Together
Sort
Practice

Chapter 2 Numbers to 5

Count to 5
Count Things Up to 5
Recognize the Numbers 1 to 3
Recognize the Numbers
4 and 5
Count and Match
Write the Numbers 1 and 2
Write the Number 3
Write the Number 4
Trace and Write 1 to 5
Zero
Picture Graphs
Practice

Chapter 3 Numbers to 10

Count 1 to 10
Count Up to 7 Things
Count Up to 9 Things
Count Up to 10 Things —
Part 1

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Count Up to 10 Things —
Part 2
Recognize the Numbers
6 to 10
Write the Numbers 6 and 7
Write the Numbers 8, 9,
and 10
Write the Numbers 6 to 10
Count and Write the
Numbers 1 to 10
Ordinal Positions
One More Than
Practice

Chapter 4 Shapes and Solids

Curved or Flat
Solid Shapes
Closed Shapes
Rectangles
Squares
Circles and Triangles
Where is It?
Hexagons
Sizes and Shapes
Combine Shapes
Graphs
Practice

Chapter 5 Compare Height, Length, Weight, and Capacity

Comparing Height
Comparing Length
Height and Length — Part 1
Height and Length — Part 2
Weight — Part 1

Weight — Part 2
Weight — Part 3
Capacity — Part 1
Capacity — Part 2
Practice

Chapter 6 Comparing Numbers Within 10

Same and More
More and Fewer
More and Less
Practice — Part 1
Practice — Part 2

KB

Chapter 7 Numbers to 20

Ten and Some More
Count Ten and Some More
Two Ways to Count
Numbers 16 to 20
Number Words 0 to 10
Number Words 11 to 15
Number Words 16 to 20
Number Order
1 More Than or Less Than
Practice — Part 1
Practice — Part 2

Chapter 8 Number Bonds

Putting Numbers Together
— Part 1

Putting Numbers Together
— Part 2
Parts Making a Whole
Look for a Part
Number Bonds for 2, 3, and 4
Number Bonds for 5
Number Bonds for 6
Number Bonds for 7
Number Bonds for 8
Number Bonds for 9
Number Bonds for 10
Practice — Part 1
Practice — Part 2
Practice — Part 3

Chapter 9 Addition

Introduction to Addition —
Part 1
Introduction to Addition —
Part 2
Introduction to Addition —
Part 3
Addition
Count On — Part 1
Count On — Part 2
Add Up to 3 and 4
Add Up to 5 and 6
Add Up to 7 and 8
Add Up to 9 and 10
Addition Practice
Practice

Chapter 10 Subtraction

Take Away to Subtract —
Part 1

Take Away to Subtract —
Part 2
Take Away to Subtract —
Part 3
Take Apart to Subtract —
Part 1
Take Apart to Subtract —
Part 2
Count Back
Subtract Within 5
Subtract Within 10 — Part 1
Subtract Within 10 — Part 2
Practice

Chapter 11 Addition and Subtraction

Add and Subtract
Practice Addition and
Subtraction
Part-Whole Addition and
Subtraction
Add to or Take Away
Put Together or Take Apart
Practice

Chapter 12 Numbers to 100

Count by Tens — Part 1
Count by Tens — Part 2
Numbers to 30
Numbers to 40
Numbers to 50
Numbers to 80
Numbers to 100 — Part 1
Numbers to 100 — Part 2
Count by Fives — Part 1
Count by Fives — Part 2

Practice

Chapter 13 Time

Day and Night
Learning About the Clock
Telling Time to the Hour —
Part 1
Telling Time to the Hour —
Part 2
Practice

Chapter 14 Money

Coins
Pennies
Nickels
Dimes
Quarters
Practice

1A

Chapter 1 Numbers to 10

Numbers to 10
The Number 0
Order Numbers
Compare Numbers
Practice

Chapter 2 Number Bonds

Make 6
Make 7
Make 8

Make 9
Make 10 — Part 1
Make 10 — Part 2
Practice

Chapter 3 Addition

Addition as Putting Together
Addition as Adding More
Addition with 0
Addition with Number Bonds
Addition by Counting On
Make Addition Stories
Addition Facts
Practice

Chapter 4 Subtraction

Subtraction as Taking Away
Subtraction as Taking Apart
Subtraction by Counting Back
Subtraction with 0
Make Subtraction Stories
Subtraction with Number
Bonds
Addition and Subtraction
Make Addition and Subtraction
Story Problems
Subtraction Facts
Practice
Review 1

Chapter 5 Numbers to 20

Numbers to 20
Add or Subtract Tens
or Ones
Order Numbers to 20

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Compare Numbers to 20
Addition
Subtraction
Practice

Chapter 6 Addition to 20

Add by Making 10 — Part 1
Add by Making 10 — Part 2
Add by Making 10 — Part 3
Addition Facts to 20
Practice

Chapter 7 Subtraction Within 20

Subtract from 10 — Part 1
Subtract from 10 — Part 2
Subtract the Ones First
Word Problems
Subtraction Facts Within 20
Practice

Chapter 8 Shapes

Solid and Flat Shapes
Grouping Shapes
Making Shapes
Practice

Chapter 9 Ordinal Numbers

Naming Positions
Word Problems
Practice
Review 2

1B

Chapter 10 Length

Comparing Lengths Directly
Comparing Lengths Indirectly
Comparing Lengths with Units
Practice

Chapter 11 Comparing

Subtraction as Comparison
Making Comparison
 Subtraction Stories
Picture Graphs
Practice

Chapter 12 Numbers to 40

Numbers to 40
Tens and Ones
Counting by Tens and Ones
Comparing
Practice

Chapter 13 Addition and Subtraction Within 40

Add Ones
Subtract Ones
Make the Next Ten
Use Addition Facts
Subtract from Tens
Use Subtraction Facts
Add Three Numbers
Practice

Chapter 14 Grouping and Sharing

Adding Equal Groups
Sharing
Grouping
Practice

Chapter 15 Fractions

Halves
Fourths
Practice
Review 3

Chapter 16 Numbers to 100

Numbers to 100
Tens and Ones
Count by Ones or Tens
Compare Numbers to 100
Practice

Chapter 17 Addition and Subtraction Within 100

Add Ones — Part 1
Add Tens
Add Ones — Part 2
Add Tens and Ones — Part 1
Add Tens and Ones — Part 2
Subtract Ones — Part 1
Subtract from Tens
Subtract Ones — Part 2
Subtract Tens

Subtract Tens and Ones —
Part 1
Subtract Tens and Ones —
Part 2
Practice

Chapter 18 **Time**

Telling Time to the Hour
Telling Time to the Half Hour
Telling Time to the 5 Minutes
Practice

Chapter 19 **Money**

Coins
Counting Money
Bills
Shopping
Practice
Review 4

2A

Chapter 1 **Numbers to 1,000**

Tens and Ones
Counting by Tens or Ones
Comparing Tens and Ones
Hundreds, Tens, and Ones
Place Value
Comparing Hundreds, Tens,
and Ones
Counting by Hundreds, Tens,
or Ones
Practice

Chapter 2 **Addition and** **Subtraction — Part 1**

Strategies for Addition
Strategies for Subtraction
Parts and Whole
Comparison
Practice

Chapter 3 **Addition and** **Subtraction — Part 2**

Addition Without Regrouping
Subtraction Without
Regrouping
Addition with Regrouping
Ones
Addition with Regrouping
Tens
Addition with Regrouping
Tens and Ones
Practice A
Subtraction with Regrouping
from Tens
Subtraction with Regrouping
from Hundreds
Subtraction with Regrouping
from Two Places
Subtraction with Regrouping
across Zeros
Practice B
Practice C

Chapter 4 **Length**

Centimeters
Estimating Length in
Centimeters

Meters
Estimating Length in Meters
Inches
Using Rulers
Feet
Practice

Chapter 5 **Weight**

Grams
Kilograms
Pounds
Practice
Review 1

Chapter 6 **Multiplication and** **Division**

Multiplication — Part 1
Multiplication — Part 2
Practice A
Division — Part 1
Division — Part 2
Multiplication and Division
Practice B

Chapter 7 **Multiplication and** **Division of 2, 5,** **and 10**

The Multiplication Table of 5
Multiplication Facts of 5
Practice A
The Multiplication Table of 2
Multiplication Facts of 2
Practice B
The Multiplication Table of 10
Dividing by 2

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Dividing by 5 and 10
Practice C
Word Problems
Review 2

2B

Chapter 8 Mental Calculation

Adding Ones Mentally
Adding Tens Mentally
Making 100
Adding 97, 98, or 99
Practice A
Subtracting Ones Mentally
Subtracting Tens Mentally
Subtracting 97, 98, or 99
Practice B
Practice C

Chapter 9 Multiplication and Division of 3 and 4

The Multiplication Table of 3
Multiplication Facts of 3
Dividing by 3
Practice A
The Multiplication Table of 4
Multiplication Facts of 4
Dividing by 4
Practice B
Practice C

Chapter 10 Money

Making \$1
Dollars and Cents
Making Change
Comparing Money
Practice A
Adding Money
Subtracting Money
Practice B

Chapter 11 Fractions

Halves and Fourths
Writing Unit Fractions
Writing Fractions
Fractions that Make 1 Whole
Comparing and Ordering
Fractions
Practice
Review 3

Chapter 12 Time

Telling Time
Time Intervals
A.M. and P.M.
Practice

Chapter 13 Capacity

Comparing Capacity
Units of Capacity
Practice

Chapter 14 Graphs

Picture Graphs
Bar Graphs
Practice

Chapter 15 Shapes

Straight and Curved Sides
Polygons
Semicircles and Quarter-
circles
Patterns
Solid Shapes
Practice
Review 4
Review 5

3A

Chapter 1 Numbers to 10,000

Numbers to 10,000
Place Value — Part 1
Place Value — Part 2
Comparing Numbers
The Number Line
Practice A
Number Patterns
Rounding to the Nearest
Thousand
Rounding to the Nearest
Hundred
Rounding to the Nearest Ten
Practice B

Chapter 2 **Addition and Subtraction — Part 1**

Mental Addition — Part 1
Mental Addition — Part 2
Mental Subtraction — Part 1
Mental Subtraction — Part 2
Making 100 and 1,000
Strategies for Numbers Close to Hundreds
Practice A
Sum and Difference
Word Problems — Part 1
Word Problems — Part 2
2-Step Word Problems
Practice B

Chapter 3 **Addition and Subtraction — Part 2**

Addition with Regrouping
Subtraction with Regrouping — Part 1
Subtraction with Regrouping — Part 2
Estimating Sums and Differences — Part 1
Estimating Sums and Differences — Part 2
Word Problems
Practice

Chapter 4 **Multiplication and Division**

Looking Back at Multiplication
Strategies for Finding the Product
Looking Back at Division
Multiplying and Dividing with 0 and 1
Division with Remainders
Odd and Even Numbers
Word Problems — Part 1
Word Problems — Part 2
2-Step Word Problems
Practice
Review 1

Chapter 5 **Multiplication**

Multiplying Ones, Tens, and Hundreds
Multiplication Without Regrouping
Multiplication with Regrouping Tens
Multiplication with Regrouping Ones
Multiplication with Regrouping Ones and Tens
Practice A
Multiplying a 3-Digit Number with Regrouping Once
Multiplication with Regrouping More Than Once
Practice B

Chapter 6 **Division**

Dividing Tens and Hundreds
Dividing a 2-Digit Number by 2 — Part 1
Dividing a 2-Digit Number by 2 — Part 2
Dividing a 2-Digit Number by 3, 4, and 5
Practice A
Dividing a 3-Digit Number by 2
Dividing a 3-Digit Number by 3, 4, and 5
Dividing a 3-Digit Number, Quotient is 2 Digits
Practice B

Chapter 7 **Graphs and Tables**

Picture Graphs and Bar Graphs
Bar Graphs and Tables
Practice
Review 2

3B

Chapter 8 **Multiplying and Dividing with 6, 7, 8, and 9**

The Multiplication Table of 6
The Multiplication Table of 7
Multiplying by 6 and 7
Dividing by 6 and 7
Practice A
The Multiplication Table of 8

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The Multiplication Table of 9
Multiplying by 8 and 9
Dividing by 8 and 9
Practice B

Chapter 9 Fractions — Part 1

Fractions of a Whole
Fractions on a Number Line
Comparing Fractions with
Like Denominators
Comparing Fractions with
Like Numerators
Practice

Chapter 10 Fractions — Part 2

Equivalent Fractions
Finding Equivalent Fractions
Simplifying Fractions
Comparing Fractions — Part 1
Comparing Fractions — Part 2
Practice A
Adding and Subtracting
Fractions — Part 1
Adding and Subtracting
Fractions — Part 2
Practice B

Chapter 11 Measurement

Meters and Centimeters
Subtracting from Meters
Kilometers
Subtracting from Kilometers
Liters and Milliliters
Kilograms and Grams

Word Problems
Practice
Review 3

Chapter 12 Geometry

Circles
Angles
Right Angles
Triangles
Properties of Triangles
Properties of Quadrilaterals
Using a Compass
Practice

Chapter 13 Area and Perimeter

Area
Units of Area
Area of Rectangles
Area of Composite Figures
Practice A
Perimeter
Perimeter of Rectangles
Area and Perimeter
Practice B

Chapter 14 Time

Units of Time
Calculating Time — Part 1
Practice A
Calculating Time — Part 2
Calculating Time — Part 3
Calculating Time — Part 4
Practice B

Chapter 15 Money

Dollars and Cents
Making \$10
Adding Money
Subtracting Money
Word Problems
Practice
Review 4
Review 5

4A

Chapter 1 Numbers to One Million

Numbers to 100,000
Numbers to 1,000,000
Number Patterns
Comparing and Ordering
Numbers
Rounding 5-Digit Numbers
Rounding 6-Digit Numbers
Calculations and Place Value
Practice

Chapter 2 Addition and Subtraction

Addition
Subtraction
Other Ways to Add and
Subtract — Part 1
Other Ways to Add and
Subtract — Part 2
Word Problems

Practice

Chapter 3

Multiples and Factors

Multiples
Common Multiples
Factors
Prime Numbers and
Composite Numbers
Common Factors
Practice

Chapter 4

Multiplication

Mental Math for Multiplication
Multiplying by a 1-Digit
Number — Part 1
Multiplying by a 1-Digit
Number — Part 2
Practice A
Multiplying by a Multiple of 10
Multiplying by a 2-Digit
Number — Part 1
Multiplying by a 2-Digit
Number — Part 2
Practice B

Chapter 5

Division

Mental Math for Division
Estimation and Division
Dividing 4-Digit Numbers
Practice A
Word Problems
Challenging Word Problems
Practice B
Review 1

Chapter 6

Fractions

Equivalent Fractions
Comparing and Ordering
Fractions
Improper Fractions and Mixed
Numbers
Practice A
Expressing an Improper
Fraction as a Mixed
Number
Expressing a Mixed Number
as an Improper Fraction
Fractions and Division
Practice B

Chapter 7

Adding and Subtracting Fractions

Adding and Subtracting
Fractions — Part 1
Adding and Subtracting
Fractions — Part 2
Adding a Mixed Number and
a Fraction
Adding Mixed Numbers
Subtracting a Fraction from
a Mixed Number
Subtracting Mixed Numbers
Practice

Chapter 8

Multiplying a Fraction and a Whole Number

Multiplying a Unit Fraction
by a Whole Number

Multiplying a Fraction by a
Whole Number — Part 1
Multiplying a Fraction by a
Whole Number — Part 2
Fraction of a Set
Multiplying a Whole Number
by a Fraction — Part 1
Multiplying a Whole Number
by a Fraction — Part 2
Word Problems — Part 1
Word Problems — Part 2
Practice

Chapter 9

Line Graphs and Line Plots

Line Graphs
Drawing Line Graphs
Line Plots
Practice
Review 2

4B

Chapter 10

Measurement

Metric Units of Measurement
Customary Units of Length
Customary Units of Weight
Customary Units of Capacity
Units of Time
Practice A
Fractions and Measurement
— Part 1
Fractions and Measurement
— Part 2
Practice B

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Chapter 11 Area and Perimeter

Area of Rectangles — Part 1
Area of Rectangles — Part 2
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and Thousands
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Chapter 2 Writing and Evaluating Expressions

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Chapter 4 **Addition and Subtraction of Fractions**

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Chapter 5 **Multiplication of Fractions**

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Chapter 6 **Division of Fractions**

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Dimensions Math® Scope & Sequence

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Chapter 10 The Four Operations of Decimals

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Chapter 15 Percentage

Meaning of Percentage
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